The Effectiveness of *Al-Muhādastah* Textbook to Improve Arabic Speaking Skills

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Abstract

This research aimed to develop a textbook called "*al-Muhadastah*" and tested its effectiveness in improving Arabic language skills for all first-year students at the Mawaridussalaam Islamic Boarding School during the 2021-2022 academic years. This research was triggered by a phenomenon that according to new students learning Arabic, *muhadastah* lessons were difficult and boring. This was because the textbook used was not in accordance with their abilities. The research method employed the ADDIE Research and Development (R&D) concept. The design of this research was One-Group Pre-test and Post-test Design. Interviews, questionnaires, tests, and papers were employed to obtain the data. This study's results were based on the presentation and analysis of data on the effectiveness of the textbook "*al-Muhadastah al-Yaumiyyah*" to improve the Arabic speaking skills of the new students at Mawaridussalam Islamic Boarding School. The textbooks developed had also been declared valid by experts, comprising the experts of language, design, and content. Pre-test and post-test results showed that before using the textbooks students had a mean score of (59.17) on post-tests. After using the textbooks, that score went up to (80.50) which meant that the pre-test and post-test mean scores of the students differed significantly. Similarly, the results of the

efficiency test (Paired Sample T-Test) were efficient. The results obtained from these two experiments by analysing the data from the second experiment showed a significant difference between the two experiments that Sig. (2-tailed) the result was 0,000 < (less than) 0,005. It was found that the medium might help students get better at speaking Arabic and understand the subject better.

Keywords: Effectiveness; Textbook; Arabic Teaching; Learning Assessment; Speaking Skills; Islamic Boarding School

Introduction

Education is very important because it is beneficial for fostering students' intellectual, spiritual, emotional, social, and kinaesthetic intelligence[1]. The most significant component supporting the implementation of the learning process in education is the availability of suitable learning media and enjoyment, especially media of Arabic learning[2]. Arabic is the most powerful language in adapting human feelings, culture, and civilization, and is the supreme leader of world languages in various eras[3]. One of the measures to improve the number of students who are proficient in Arabic is the implementation of Arabic-only courses to make innovations in Arabic learning that are encouraging and engaging, such as the development of Arabic conversation textbooks[4].

If children have acquired these four linguistic abilities, then language instruction has been successful[5]. Reading, writing, and listening are considered receptive skills for learning, and using a language and speaking skills is a fundamental ability that students must achieve when learning Arabic[6] for

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[1] Muh Arif, "Efektivitas Media Pembelajaran Dalam Penguasaan Kosa Kata Bahasa Arab," *`A Jamiy : Jurnal Bahasa Dan Sastra Arab* 9, No. 1 (June 16, 2020): 1–15, Https://Doi.Org/10.31314/Ajamiy.9.1.1-15.2020.

[2] Hilmi Hilmi, "Efektivitas Penggunaan Media Gambar Dalam Pembelajaran Bahasa Arab," *Lantanida Journal* 4, No. 2 (September 18, 2017): 128–35, Https://Doi.Org/10.22373/Lj.V4i2.1885.

[3] Siti Anne Barkah Nur Fauziah Et Al., "Analysis Of Textbook 'Aku Cinta Bahasa Arab' : Cognitive Of Taxonomy's Bloom," *Ijaz Arabi Journal Of Arabic Learning* 4, No. 2 (March 13, 2021), Https://Doi.Org/10.18860/Ijazarabi.V4i2.10826.

[4] M. Abdul Hamid And Siti Fatimah, "Development Of Arabic Conversation Material Based On Communicative-Interactive Approach/ Pengembangan Materi Percakapan Bahasa Arab Berbasis Pendekatan Komunikatif-Interaktif Bagi Mahasiswa," *Ijaz Arabi Journal Of Arabic Learning* 3, No. 1 (April 5, 2020), Https://Doi.Org/10.18860/Ijazarabi.V3i1.8174.

[5] Novita Kusumadewi Et Al., "Gama (La'bul Istimā' Al-'Araby) 'Alā Asasi Ta'allumi Aṡ-Ṡaqāfah Al-Waṭaniyyah Li Mahārati Al-Istimā' Al-'Araby," *Lisanudhad* 5, No. 2 (December 2, 2018): 21–36, Https://Doi.Org/10.21111/Lisanudhad.V5i2.2352.

[6] Fina Aunul Kafi And Zulfa Faridhatul Husna, "Innovation Of Arabic Speaking Skill Development With Comic Media At Mts Mabdaul Ma'arif Jember," *Al-Fusha : Arabic Language Education Journal* 4, No. 2 (June 27, 2022): 45–51, Https://Doi.Org/10.36835/Alfusha.V4i2.853.

effective communication[7]. Speaking is a required language ability because it is a crucial skill for students of Arabic education department as future's Arabic teachers[8]. The goal of language study is to equip students with the tools they need to communicate effectively in a variety of contexts and situations including the ability to produce and understand a variety of texts, to maintain communication despite one's own linguistic limitations, and to use language for a wide variety of purposes and functions[9]. Speaking is consistently ranked as one of the skills presenting the greatest challenge to students of foreign languages. It is generally agreed upon that out of the four linguistic abilities, speaking is the most crucial one[10].

In learning Arabic, new methods and approaches are needed so that learning Arabic feels more fun[11], including a textbook as a learning medium[12] alongside a source for learning or teaching[13] to increase student skills for differentiated learning in addition to traditional classroom instructions[14]. Therefore, the teacher must select the most effective method and approach in improving speaking skills resting upon their students' proficiency at a certain pace[15]. Learning will work well by using media appropriate to materials to be

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[7] Kamonpan Boonkit, "Enhancing The Development Of Speaking Skills For Non-Native Speakers Of English," *Procedia - Social And Behavioral Sciences*, Innovation And Creativity In Education, 2, No. 2 (January 1, 2010): 1305–9, Https://Doi.Org/10.1016/J.Sbspro.2010.03.191.

[8] Lusi Marleni And Putri Asilestari, "Developing Social Media-Based Textbook For Speaking Class In English Study Program:," Jees (Journal Of English Educators Society) 4, No. 1 (April 11, 2019): 31–38, Https://Doi.Org/10.21070/Jees.V4i1.1764.

[9] Sueraya Che Haron, "The Teaching Methodology Of Arabic Speaking Skills: Learners' Perspectives," *International Education Studies* 6, No. 2 (December 18, 2012): P55, Https://Doi.Org/10.5539/Ies.V6n2p55.

[10] Lai-Mei Leong Et Al., "An Analysis Of Factors Influencing Learners' English Speaking Skill," *International Journal Of Research In English Education* 2, No. 1 (March 1, 2017): 34–41, Https://Doi.Org/10.18869/Acadpub.Ijree.2.1.34.

[11] Takdir Takdir, "Metodologi Pembelajaran Bahasa Arab :," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 1, No. 1 (October 24, 2019): 1–7, Https://Doi.Org/10.47435/Naskhi.V1i1.65.

[12] Sahkholid Nasution And Akmal Walad, "The Effectiveness Of Constructivism-Based Arabic Textbook In Higher Education," *Arabiyatuna Jurnal Bahasa Arab* 6, No. 1 (Mei 2022), Https://Doi.Org/Http:Dx.Doi.Org/10.29240/Jba.V6i1.3572.

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[15] Bandar Mohammad Saeed Al-Sobhi And Abdul Shakour Preece, "Teaching English Speaking Skills To The Arab Students In The Saudi School In Kuala Lumpur: Problems And

taught[16]. Humans use media as a mediator to communicate their views or opinions so that these ideas can reach their intended recipients[17]. Both personalized (particularly differentiated) and classroom language instructions can benefit from the utilization of textbooks[18]. Teachers will have difficulties increasing the effectiveness of learning without the presence of media, and so will students. Without media, they will encounter obstacles to adapt to learning, especially if the teacher conveys and presents materials quickly and not clearly[19].

As research has been done by Marleni[20] and Kafi[21], it is said that the book's learning exercises significantly encourage students to actively practice and communicate in Arabic. The produced textbook is highly viable as a teaching tool that can facilitate the learning process. It is highly beneficial for use in learning activities and learning outcomes for students. The findings of this investigation are consistent with those of Hamid[22] demonstrating the test results for the different parts of this conversational teaching material showing that both content experts and learning design experts think that the development product is very good and possible. The results of this research showed that this communicative-interactive Arabic conversation material is a very good way to help students. Also, medium education is important in Sri Lanka, and to make sure that media education is good, changes should be made to the curriculum, teaching, assessment, and technology[23]. Subsequently, the present research is the development of teaching materials "al-Muhadastah" that are in accordance with the abilities of new students and their environment at the

Solutions," *International Journal Of Education And Literacy Studies* 6, No. 1 (January 31, 2018): 1–11, Https://Doi.Org/10.7575/Aiac.Ijels.V.6n.1p.1.

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[17] Azhari Azhari, "Peran Media Pendidikan Dalam Meningkatkan Kemampuan Bahasa Arab Siswa Madrasah," *Jurnal Ilmiah Didaktika* 16, No. 1 (August 1, 2015): 43, Https://Doi.Org/10.22373/Jid.V16i1.586.

18 Choi Et Al., "The Development Of An Interactive Digital Textbook In Middle School English."

19 M. Abdul Hamid, Danial Hilmi, And M. Syaiful Mustofa, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa," *Arabi : Journal Of Arabic Studies* 4, No. 1 (July 1, 2019): 100–114, Https://Doi.Org/10.24865/Ajas.V4i1.107.

[20] Marleni And Asilestari, "Developing Social Media-Based Textbook For Speaking Class In English Study Program."

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[22] Hamid And Fatimah, "Development Of Arabic Conversation Material Based On Communicative-Interactive Approach/ Pengembangan Materi Percakapan Bahasa Arab Berbasis Pendekatan Komunikatif-Interaktif Bagi Mahasiswa."

[23] Dr Galagedarage Thushari Madhubhashini, "Media Education In The State Universities In Sri Lanka," *Partners Universal International Research Journal* 1, No. 2 (June 27, 2022): 23–34, Https://Doi.Org/10.5281/Zenodo.6726616.

Mawaridussalam Islamic Boarding School. The teaching materials that have been developed have also been tested for their effectiveness through theoretical tests and practical tests.

Mawaridussalam Islamic Boarding School used a conversation book called *"al-muhadastah al-yaumiyyah"* published by Gontor Press to improve new students' speaking skills. This learning is carried out outside the classroom 4 times a week for 25 minutes in each meeting. The students use this book in daily conversation practices and memorize the conversations. In the learning process using this textbook, students find it difficult to understand each material, one of the special things that must be prepared in learning,[24] because the language used is not in accordance with their levels of abilities. In addition, they also feel bored reading the textbook because the writing is blurry, and there are no fun pictures used in it to increase students' reading interest. As was mentioned before, one of the purposes of using media as a textbook is to assist students in improving their speaking skills, which are among the most essential skills for acquiring a language wherever in the world[25]. However, following the initial observations of the researchers, one of the students at the Mawaridussalam Islamic Boarding School said that conversational activities are not fascinating for their dialogue activities[26]. This statement was made after the researchers had completed their initial observations. Students have trouble understanding the vocabulary and idioms being used, and they report that this activity is not fun for them. This is due to the fact that they are unable to comprehend the materials presented in the textbook to a sufficient degree and that their speaking abilities do not improve very much. This research made some preliminary observations on new students in classes 1C, 1E, 1G, and 1I, subjected to be the focus of this study. These observations showed that the themes in the textbook needed to be changed based on the language students use in their daily lives and some pictures were needed to help explain vocabulary so that it was easy to remember. Interviews with teachers[27] show that this book needs to be changed because many of the words still use idioms that should be used for higher grades. Therefore, the textbook's language and content must be relevant to the students' language levels, and it must also have interesting pictures, which are

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[24] Rahmat Hidayat Lubis, Zulkifli Hayad Hayad, And Maulana Ashari, "Tashmim Al-Mauqi' Al-Ta'limi Muassasan 'Ala At-Tahlil At-Taqabuli Li Tanmiyati Maharati Al-Kitabah Li Thullab Al-Fashl Al-Dirasi Al-Khamis Bi Qismi Ta'lim Al-Lughah Al-'Arabiyyah Fil Al-Jami'ah Al-Islamiyyah Al-Hukumiyyah Bone," *Lisanudhad* 8, No. 1 (June 22, 2021), Https://Doi.Org/10.21111/Lisanudhad.V8i1.6910.

[25] Arif, "Efektivitas Media Pembelajaran Dalam Penguasaan Kosa Kata Bahasa Arab."

[26] Afwatul Aisiyah Faridh Hasyim Al-Askary, Interview With A New Student At Mawaridussalam Islamic Boarding School, July 2020.

[27] Bella Maharani Tarigan, Interview With A Teacher Language At Mawaridussalam Islamic Boarding School, July 2020.

very important for language learning[28]. Hence, the researchers worked on the books that new students at this school use to make them better, more interesting, and more effective as a learning tool. This research aims to develop a textbook called "al-Muhadastah" and test its effectiveness in improving Arabic language skills for all first-year students at the Mawaridussalaam Islamic Boarding School during the 2021-2022 academic year.

This research employed the research and development methodological approach. Research development is the process of making and testing products that can be used in teaching and training[29]. This means that development, which is also called developmental research, is done to connect research with educational practice. This textbook development is made possible by research and development, or R&D. The R&D approach is used to evaluate the effectiveness of the product as an Arabic textbook learning aid[30]. Development research consists of resources, media, tools, and learning practices that are utilized to aid in classroom or experimental instruction[31].

This research and development research includes five activities: analysis, design, development, implementation, and evaluation. For more details, see the following image.

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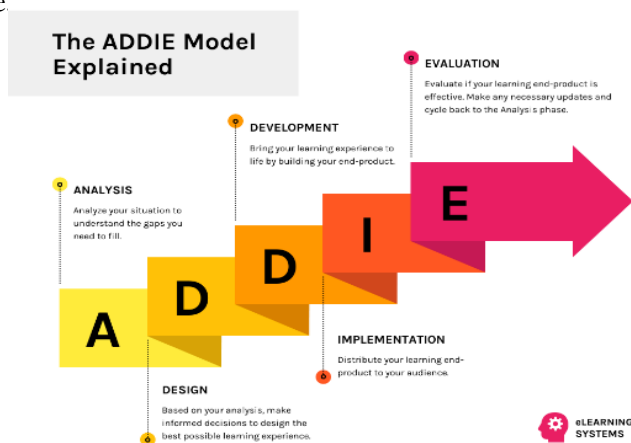
[28] Muhammad Ainur Roziqi, "Development Of Pictorial Textbook For Arabic Speaking Skill In Islamic Studies Program," *Izdihar: Journal Of Arabic Language Teaching, Linguistics, And Literature* 2, No. 3 (January 29, 2020): 217–30, Https://Doi.Org/10.22219/Jiz.V2i3.10161.

[29] Novianita Firda, Achmad Noor Fatirul, And Djoko Adi Walujo, "Media Development Using Video With The Addie Model In The 4th Grade English Subject At The Karitas Iii Surabaya Sdk," *Budapest International Research And Critics Institute (Birci-Journal): Humanities And Social Sciences* 5, No. 2 (June 29, 2022), Https://Doi.Org/10.33258/Birci.V5i2.5679.

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[31] Madhubhashini, "Media Education In The State Universities In Sri Lanka."

In the first part of the study, one class was chosen at random from a population of four classes, or all-new first-grade students at Mawaridussalam Islamic Boarding School were chosen at random sampling. There were 30 students in class 1C, that was used to see how interested the students were and how well the textbooks worked. The test questions, the validity test, the reliability test, and the questionnaire papers for teachers and students were deployed as the four types of data collection tools[32]. Two others were the classroom observation guide and the interview guide with Arabic language specialists, the school principal, the Arabic language instructor, and the students[33]. This was done to get data for the needed analysis. In this specific research activity, qualitative and quantitative data were both gathered and analyzed[34]. To obtain qualitative data, we used the comments and thoughts provided by both students and experts. To obtain quantitative data, we used the figures or scores provided by the expert validation questionnaire[35]. The t-test was applied to the analysis of the data in this research project.

The textbook "*al-Muhadatsah*" was used to design the Arabic language program for all first-year students at Mawaridussalaam Islamic Boarding School for the 2021-2022 school year. The findings of this study demonstrated that the Arabic discussion textbook for beginning students was created in accordance with the regulations and that the topic was selected based on a need analysis. This means that the theme is real and relevant to the student's lives and activities, such as an introduction and conversations about school, hostels, libraries, etc. The research and development strategy of the practical design technique includes the study results associated with the to-be-developed product, followed by the development of the product[36]. The design of this research was One-Group Pretest and Posttest Design. One Group Pretest-

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[32] Rois Hidayah Darojat And Zukhaira Zukhaira, "Pengembangan Media Lauhul Qilab (Flip Chart) Untuk Pengenalan Kosakata Bahasa Arab Pada Anak Tk/Ra," *Arabiyatuna: Jurnal Bahasa Arab* 5, No. 1 May (May 7, 2021): 23–38, Https://Doi.Org/10.29240/Jba.V5i1.1966.

[33] Ahmad Hidayatullah Zarkasyi, Gita Hanina, And Siti Anne Barkah Nur Fauziah, "Teaching Aids Development For Arabic Lessons To Enhance Student's Reading Skills," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, No. 1 (June 30, 2022): 124–36, Https://Doi.Org/10.15408/A.V9i1.25496.

[34] Apri Wardana Ritonga Et Al., "Teaching Maharah Kalam On The Basis Of Culture Using The Textbook 'Al-'Arabiyyah Baina Yadaik' At The Middle School/Ta'lim Maharah Al-Kalam 'Ala Asas Al-Tsaqafah Bi Istikhdam Kitab Al-'Arabiyyah Bayna Yadayk Fi Marhalah Al-Mutawassithah," *Arabiyatuna : Jurnal Bahasa Arab* 5, No. 1 (May 7, 2021): 1–22, Https://Doi.Org/10.29240/Jba.V5i1.1942.

[35] Umi Hanifah And Imam Mahmudi, "Thathbiq Al-Taqyim Al-Waqi'i Bi Al-Manhaj Al-Dirasi 2013 Fi Ta'lim Al-Lughah Al-'Arabiyah," *Arabiyatuna: Jurnal Bahasa Arab* 4, No. 2 November (November 17, 2020): 279–300, Https://Doi.Org/10.29240/Jba.V4i2.1792.

[36] Ahmad Hidayatullah Zarkasyi, Siti Anne Barkah Nur Fauziah, And Gita Hanina, "Developing Teaching Aids For The Arabic Language Book In Reading Skill On Powerpoint Android," *Ijaz Arabi Journal Of Arabic Learning* 5, No. 2 (June 17, 2022), Https://Doi.Org/10.18860/Ijazarabi.V5i2.15480.

Posttest Design was used because it was more accurate, and it could compare the results of pretest and posttest[37]. The design is illustrated by the chart below:

$$\boxed{\text{O1 X O2}}$$

O1 = pre-test value (value before treatment)

X   = the treatment given

O2 = post-test value (value after treatment)

In the One-Group Pretest-Posttest Design experiment, the designs were as follows: a) Conducting a pre-test, to see the initial capacity of students, b) intervention, extending vocabulary about the daily conversation for two meetings with a duration of 45 minutes per meeting, and c) post-test, carried out to see the results of changes and additions to the vocabulary of students through the textbook[38]. This research proceeded towards comparing the students' results before using the developed textbook and their results after using the developed textbook[39]. Based on this concept, the curriculum for research and development included four activities: research, planning, design, and testing[40]. This research used the fourth layer of the research and development approach: research in designing and testing the new product.

Meanwhile, the instruments in data collection comprised questionnaires, pre-tests, and post-tests. The qualitative data in this study were examined by describing the features in the instructional materials prepared as well as experts' and teachers' opinions and suggestions in the following format:

$$P = \frac{Total\ results\ of\ all\ items}{Maximum\ Score} \ x\ 100\%$$

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[37] Nadia Estu Ningtias, "Efektivitas Buku Ajar Happy Thinking Unit Iiiparts Of The Plantuntuk Meningkatkan Kosakata Awal Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, No. 5 (June 24, 2022): 4713–25, Https://Doi.Org/10.31004/Obsesi.V6i5.2657.

[38] Khassani Nur Amalinda And Choiriyah Widyasari, "Efektivitas Buku Ajar Happy Thinking Unit Ii My Family Untuk Meningkatkan Kosa Kata Awal Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, No. 5 (July 18, 2022): 5103–12, Https://Doi.Org/10.31004/Obsesi.V6i5.2786.

[39] Nur Hasaniyah, Murdiono Murdiono, And Suharmon Suharmon, "Taṭwīr Mawād Ta'līm Mahārah Al-Kalām 'Ala Asās Al-Anṣrūbūlūjiyā Bi Jāmi'ah Maulānā Mālik Ibrāhīm Al-Isl Āmiyyah Al-Ḥukūmiyyah Malang," *Lisania: Journal Of Arabic Education And Literature* 5, No. 2 (December 3, 2021): 224–36, Https://Doi.Org/10.18326/Lisania.V5i2.224-236.

[40] Muhammad Haviz, "Research And Development; Penelitian Di Bidang Kependidikan Yang Inovatif, Produktif Dan Bermakna," *Ta'dib* 16, No. 1 (September 28, 2016), Https://Doi.Org/10.31958/Jt.V16i1.235.

The researchers used the validity scale in Table 1 to sort the data from the validators' answers to the questionnaire about the product's validity.

Table 1. Product Validity Criteria

Number	Percentage %	Criteria
1	1% – 20%	Invalid
2	21% – 40%	Less valid
3	41% – 60%	Valid enough
4	61% – 80%	Valid
5	81% – 100%	Very valid

There were three processes for assessing the pre-and post-test quantitative results[41]:

1. The classroom analysis begins with the average, the median, and the mode.

2. The test of normality is the conditional test used to assess if the sample distribution is normally distributed or unusual. The homogeneity test ensures that the to-be-measured data collection is derived from a homogenous population.

3. The hypothesis test (t-test) is used to determine the hypothesis' findings based on two samples, the pre-test, and the post-test. The researchers conducted his analyses using SPSS.

To determine whether textbooks were helpful in enhancing students' ability to speak Arabic, the researchers put 30 students from class 1C through a series of experiments that included pre-tests and post-tests. The purpose of the experiment was to use the t-test method to compare how well the students did before and after they used textbooks[42].

Findings and Discussion

This study's results are based on the presentation and analysis of data on the effectiveness of the textbook "*al-Muhadastah al-Yaumiyyah*" to improve the Arabic speaking skills of the new students at Mawaridussalam Islamic Boarding School. Based on observations made during this research, it appears that old textbooks are not in accordance with the abilities of new students who will learn

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[41] Martan Martan, Abdul Hafidz Zaid, And Ihwan Mahmudi, "Teaching Materials Development For Imlâ' Lesson To Enhance Student's Writing Skills," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, No. 1 (June 30, 2021): 46–59, Https://Doi.Org/10.15408/A.V8i1.17559.

[42] Tika Mardiyah, Umi Machmudah, And Abdul Wahab Rosyidi, "Faáliyah Al-Tadribat 'Ala Asas Maharat Al-Tafkir Al-Úlya Fi Ta'lim Al-Qiraáh Al-Árabiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 5, No. 2 November (October 25, 2021): 289–310, Https://Doi.Org/10.29240/Jba.V5i2.3064.

Arabic. This can be seen from the language used in textbooks which is too difficult; the discussion does not match the level of students' abilities; and the design of the book is not attractive. Therefore, this research has developed a new textbook that suits the needs of students, so that learning can run well and can achieve the expected goals[43].

This research and development research includes five activities: analysis, design, development, implementation, and evaluation. It means that the research is designing and testing the new product[44]. First, observations were made at the research location which aimed to analyse and find out the needs of students in learning Arabic in particular. Second, the study planning was carried out in designing new textbooks, both in terms of teaching materials, curriculum, learning objectives, media, and ways of teaching that were appropriate for students. Third, after completing the planning of preparing textbooks, this research was continued by designing and developing new textbooks that suited students' needs. Starting with adjusting the language used in textbooks and discussing it according to the standards of new students' abilities, as well as adding pictures, colours, and interesting sentence structures for students. Fourth, the textbooks developed would be implemented in "al-Muhadastah" learning. Lastly, evaluation to find the effectiveness of this book was tested, both by a team of experts, normality and homogeneity tests, as well as tests for its use in the classroom through pre-test and post-test.

Then, it was asked that a group of four experts and validators checked the correctness of the Arabic textbook based on constructivism. Each provided the following evaluation:

Table 1. Validator Assessment Results Validator

No	Validator (n)	Score (x)	Quality
1	Validator – 1 (Design)	84 %	Very Valid
2	Validator – 2 (Language)	84 %	Very Valid
3	Validator – 1 (Content)	94 %	Very Valid
4	Validator – 1 (Instructor)	86 %	Very Valid

[43] Md Yeaqub, "Musykilat Ta'lim al-Lughah al-Arabiyah Li Thullab Bengal al-Gharbiyah Fi al-Hind Wa Thuruq 'Allajuha," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 May (May 8, 2020): 21–36, https://doi.org/10.29240/jba.v4i1.1210.

[44] Marheni Br Maha, Azkiyatul Adawiyyah Faridh Hasem Al-Askary, and Anjari Novianta Br Maha, "Using Strip Story Media to Improve Arabic Writing Skills at Mawaridussalam Islamic Boarding School, North Sumatra | PALAPA," April 25, 2023, https://www.ejournal.stitpn.ac.id/index.php/palapa/article/view/3193.

The results of the verification tests are as follows:

1. Language verification

Language verification tests showed a percentage of 84% (very valid), the implication is that there was no need for modification or correction. However, the researchers fixed several flaws identified by the expert. This category fell into three indicators: the dependability and validity of the learning materials with a good score, the interactions with a very good score, and the students' levels of progress with a very good score.

2. Content verification

The content approval result was 94% (very valid), and the implication is that there was no need for modification or correction. This field had five indicators: the appropriateness of the material with a valid competence, the correctness of the learning materials with a valid result, the content provided in learning with a valid result, the method of demonstration with a very valid result, and the comprehensiveness of the content with a very valid result.

3. Design verification

Format approval result was 84% (very valid). It means that it could be used as was, without any changes or corrections. Even so, the researchers made corrections for some errors identified. This section consisted of 6 (six) components: the cover positions with a good score, the cover print with a very good score, the cover image with a good score, the positions of the content with a very good score, the content print with a good score, and book content images with a good score.

4. Teacher approval

Teacher approval result was 86%. It showed that this book helped students get better at speaking Arabic and understand the subject better.

The implementation of this verification test was expected to ensure that the developed textbook would serve as a suitable instructional resource for students and assist them in enhancing their Arabic speaking skills, specifically tailored to their needs.[45]

The Effectiveness of the Textbook "Al-muhādastah"

The normality test determined whether the distribution of the given sample was abnormal or normal. The outcome can be viewed below:

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[45] Mohd Azizul Rahman Bin Zabidin Et Al., "Talazumiyah Al-Rabth Fi Al-Kitabah Al-Insyaiyyah Baina Al-Uslub Wa Al-Tauzhif Wa Al-Maharah: Dirasah Fi Maharah Al-Kitabah Li Al-Nathiqin Bi Ghair Al-Arabiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 5, No. 2 November (October 25, 2021): 173–96, Https://Doi.Org/10.29240/Jba.V5i2.2607.

Table 2. Test of Normality

		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	pre-Test	.182	30	.013	.926	30	.038
	post-Test	.164	30	.038	.929	30	.046
a. Lilliefors Significance Correction							

The following is the decision-making process: The data have a normal distribution if the value of (sig.) is greater than 0.05. The data are not normally distributed if (sig.) is less than 0.05. Since df was less than 50, decisions were based on the Shapiro-Wilk test of normality. The Sig. value for the pre-test was 0.013, whereas the Sig. value for the post-test was 0.038. The Pretest and Posttest data were normally distributed, as indicated by the Shapiro-Wilk normality test because the values of Sig. for both groups were greater than 0.05.

The homogeneity test verified that the to-be-measured data collection was derived from a homogeneous population. The outcome is in the following:

Table 2. Test of Homogeneity of variance

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil Test	Based on Mean	.554	1	58	.460
	Based on Median	.598	1	58	.443
	Based on Median and with adjusted df	.598	1	57.920	.443
	Based on trimmed mean	.441	1	58	.509

The basis for making the Homogeneity Test decision is as follows:
1. The data is declared homogeneous if the significance value (sig) of the (Based on Mean) test is more than 0.05.
2. The data is declared inhomogeneous if the significance value (sig) of the (Based on Mean) test is less than 0.05.

According to the preceding table, the significant value of Based on Mean is 0.554 > 0.05, then it showed that the data in this study were homogeny. The researchers thought that the textbook used to teach Arabic to improve speaking skills was effective and more likely to get students to improve their speaking

skills[46]. The tool made for new students at Mawaridussalam Islamic Boarding School helped them learn how to speak better.

Using pre-test and post-test instruments, the usefulness of this textbook can be determined. In this research, the textbooks were refined and rewrote for daily students' activities. This experiment aimed to determine the program's suitability for students and its effectiveness in enhancing students' speaking skills. To determine the purpose of the textbook, and after the second experiment, the researcher used the students' pre-and post-test results as the basis for their findings[47]. As illustrated in the following image, there was a significant difference between the students' pre-and post-test results.

Table 3. Result of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.17	30	6.444	1.176
	Posttest	80.50	30	6.991	1.276

As shown in the preceding data, the significance of the students' test scores, after using the designed textbook, was higher than their score before using the textbook to study Arabic. Results were obtained before and after testing. When the data from the second experiment were analysed, the results from the first and second experiments showed that there was a substantial difference between the results of the two tests. Based on table 2, it showed that before using the textbooks Class 1C had a mean score of (59.17) on post-tests, and after using the textbooks, that score went up to (80.50). It was found that the medium could help students learn to speak and understand Arabic better.

Given the discrepancy in findings between the pre-test and post-test, the textbook is important because most students understand the material and want to learn something new and easy to use at school.

Table 4. Result of T-Test

Paired Samples Test							
	Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)

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[46] Ritonga Et Al., "Teaching Maharah Kalam On The Basis Of Culture Using The Textbook 'Al-'Arabiyyah Baina Yadaik' At The Middle School/Ta'lim Maharah Al-Kalam 'Ala Asas Al-Tsaqafah Bi Istikhdam Kitab Al-'Arabiyyah Bayna Yadayk Fi Marhalah Al-Mutawassithah."

[47] Mardiyah, Machmudah, And Rosyidi, "Faáliyah Al-Tadribat 'Ala Asas Maharat Al-Tafkir Al-Úlya Fi Ta'lim Al-Qiraáh Al-Árabiyyah."

					Lower	Upper			
Pair 1	Pretest - Posttest	-21.333	4.536	.828	-23.027	-19.640	-25.760	29	.000

The results of good learning development are determined by the quality of the product developed[48].

The basis for making decisions in the Paired Sample T-test is as follows:

1. If the two-tailed significance value is less than 0.05, then the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there is an average difference between pre-test and post-test learning outcomes or that the use of prepared textbooks has an effect on enhancing students' speaking ability.

2. If the two-tailed significance value is more than 0.05, then the null hypothesis is accepted and the alternative hypothesis is rejected, indicating that there is an average difference between pre-test and post-test learning outcomes or that the use of prepared textbooks hasn't an effect on enhancing students' speaking ability.

The textbook was acceptable, according to the T-test findings with a significant (2-tailed) result of 0.000 less than 0.005. This result indicated the difference in students' test scores before and after using the developed textbook. This indicates that there was a discernible disparity between the students' mean performance on the pre-test and their mean performance on the post-test.

During this discussion session, the researchers explained the qualitative and quantitative data obtained by the evaluators. This function consisted of linguists, subject matter experts, design experts, and educators interpreting validation data. Textbooks were required to be of a high quality, which meant that they must meet the requirements set for legibility, language, presentation, and content feasibility[49]. The following are the results of the verification tests: The results of language verification tests indicated an 84% rate. Content approval resulted in 94%, format approval resulted in 84%, and teacher approval resulted in 86%. The tutorial's effectiveness was tested using pre- and post-testing instruments. The findings of the pre- and post-tests indicated that students' Arabic language scores improved.

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[48] Haviz, "Research And Development; Penelitian Di Bidang Kependidikan Yang Inovatif, Produktif Dan Bermakna."

[49] Komalasari Kokom And Didin Saripudin, "The Influence Of Living Values Education-Based Civic Education Textbook On Student's Character Formation," *International Journal Of Instruction* 11, No. 1 (January 25, 2018): 395–410, Https://Doi.Org/10.12973/Iji.2018.11127a.

Conclusion

The effectiveness of the textbook is demonstrated by the data analysis results. In this study, the data obtained as a result of formula calculation (t-test) indicates the difference in students' test scores before and after using the developed textbook. The following are the results of the verification tests: The rate of language verification tests is 84%. Content approval result is 94%, format approval result is 84%, and teacher approval result is 86%. Pretest and post-test results show that before using the textbooks, students have a mean score of (59.17) on post-tests. After using the textbooks, that score goes up to (80.50), which means that the pre-test and post-test mean scores of the students differ significantly. The findings of the data analysis formula (T-test) indicate that the textbook is acceptable with a significant (two-tailed) result of 0.000, which is less than 0.005. It is found that the media can help students learn to speak and understand Arabic better. Hence, the revised textbook improves students' speaking skills in an acceptable and effective approach at Marwaridussalam Islamic Boarding School in the 2021-2022 academic year.

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