



LOGHAT ARABI

Jurnal Bahasa Arab dan Pendidikan Bahasa Arab

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Design and Development of *Ta'bir* Teaching Materials to Improve Students' Speaking Ability Based on Arabic Literature/ Desain dan Pengembangan Bahan Ajar *Ta'bir* untuk Meningkatkan Kemampuan Berbicara Peserta Didik Berbasis Sastra Arab

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Article Information:

Received : 10 Juni 2025

Revised : 28 Desember 2025

Accepted : 30 Desember 2025

Keywords:

Ta'bir Teaching Material;
Literature-Based Learning;
Speaking Skills;
Arabic Language

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Abstract: This study aims to design and develop Arabic literature-based teaching materials that can effectively improve students' speaking skills. The method used is Research and Development (R&D) with the 4-D model (Define, Design, Develop, Disseminate), applied to 60 ninth-grade students at MTs Alkhairaat Gorontalo. Validation results from language experts, content experts, and media experts indicate that the module has excellent quality and is suitable for use. The implementation of the teaching materials showed a significant improvement in students' speaking skills, with an average pretest score of 57.68 increasing to 75.83 on the posttest ($p < 0.05$), and an average gain score of 0.44, which falls into the moderate category. Student responses through questionnaires also indicated high levels of satisfaction with the clarity, relevance, and effectiveness of the teaching materials. This study contributes to enriching the approach to Arabic language learning by integrating literature as an educational medium that strengthens linguistic and cultural aspects. These findings open opportunities for the development of more interactive, contextual, and humanistic value-based teaching materials. Further research is recommended to test the effectiveness of these teaching materials on other language skills and in the context of digital learning.

Abstrak: Penelitian ini bertujuan untuk mendesain dan mengembangkan bahan ajar *ta'bir* berbasis sastra Arab yang mampu meningkatkan kemampuan berbicara siswa secara efektif. Metode yang digunakan adalah Research and Development (R&D) dengan model 4-D (Define, Design, Develop, Disseminate), yang diterapkan pada 60 siswa kelas IX di MTs Alkhairaat Gorontalo. Hasil validasi dari ahli bahasa, materi, dan media menunjukkan bahwa modul memiliki kualitas sangat baik dan layak digunakan. Penerapan bahan ajar menunjukkan adanya peningkatan signifikan dalam kemampuan berbicara siswa, dengan rata-rata skor pretest 57,68 meningkat menjadi 75,83 pada posttest ($p < 0,05$), dan rata-rata gain score sebesar 0,44 yang termasuk kategori sedang. Respon siswa melalui angket juga menunjukkan tingkat kepuasan tinggi terhadap kejelasan, relevansi, dan keefektifan bahan ajar. Penelitian ini berkontribusi dalam memperkaya pendekatan pembelajaran bahasa Arab dengan mengintegrasikan sastra sebagai media edukatif yang memperkuat aspek linguistik dan budaya. Temuan ini membuka peluang bagi pengembangan bahan ajar yang lebih interaktif, kontekstual, dan berbasis nilai-nilai humanistik. Penelitian lanjutan disarankan untuk menguji efektivitas bahan ajar ini pada keterampilan bahasa lainnya serta dalam konteks pembelajaran digital.



Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab

Vol. 6, No. 2, Desember 2025 | DOI: <https://doi.org/10.36915/la.v6i2.483>

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Introduction

Amid technological development and globalization today, speaking effectively is essential for individuals in education, work, and social life.¹ UNESCO and several international educational institutions have highlighted the importance of developing soft skills such as communication, collaboration, and creativity in 21st-century education.² However, many students in Indonesia still experience difficulties in conveying thoughts orally fluently and confidently.³ Many students feel anxious, hesitant, or unprepared when asked to express their opinions spontaneously, whether in class discussions, presentations, or real communication situations.^{4,5} In addition, the learning environment tends to be one-way and provides less space for students to practice free and meaningful oral expression. This problem concerns academics and is a social challenge that needs attention because it can hinder students' active participation in learning and daily interactions.

This condition is even more complicated when learning Arabic as a foreign language in Indonesia. Arabic is not only relevant in a religious context, but also acts as a communication tool in the global arena.⁶ Most Arabic language learning in Islamic educational institutions is theoretical. It emphasizes grammatical mastery (*qawaid*), thus providing less space for students to use Arabic actively in speaking.^{7,8} Then, the lack of

¹ Dhea Alfira and Mhd. Fuad Zaini Siregar, "Pentingnya Peran Orang Tua Dalam Memajukan Keterampilan Berbahasa Anak Usia Dini Melalui Komunikasi," *Jurnal Pendidikan Anak Usia Dini* 1, no. 4 (2024): 2, <https://edu.pubmedia.id/index.php/paud/article/view/641>.

² Hendra Jaya, Muh Hambali, and Fakhrrurrozi Fakhrrurrozi, "Transformasi Pendidikan: Peran Pendidikan Berkelanjutan Dalam Menghadapi Tantangan Abad Ke-21," *Jurnal Review Pendidikan Dan Pengajaran* 6, no. 4 (2023): 2417, <https://journal.universitaspahlawan.ac.id/jrpp/article/view/21907?articlesBySimilarityPage=1>.

³ Aigadilla Anugrah, Mara Untung Ritonga, and Wisman Hadi, "Meningkatkan Keterampilan Berbicara Dan Percaya Diri Siswa Melalui Penerapan Model Everyone Is a Teacher Here (ETH)," *Jurnal Ilmiah Penelitian Mahasiswa* 3, no. 2 (2025): 142, <https://ejurnal.kampusakademik.my.id/index.php/jipm/article/view/788>.

⁴ Basmala, Basmala, et al. "Peran Mu 'askar al-Lughah dalam Meningkatkan Keterampilan Berbicara Bahasa Arab/The Role of Mu'askar al-Lughah In Improving Arabic Speaking Skills." *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 4.1 (2023): 1-16. <https://www.journal.iaiddipolman.ac.id/index.php/loghat/article/view/47>.

⁵ Khoirul Muslimin and Maswan, *Kecemasan Komunikasi* (Yogyakarta: UNISNU Press, 2021), 103.

⁶ Ayu Wandira et al., "Sejarah Bahasa Arab Dalam Penyebaran Agama Islam Di Indonesia Abad 20," *Jurnal Penelitian Nusantara* 1, no. 4 (2025): 1, <https://padangjurnal.web.id/index.php/menulis/article/view/202>.

⁷ Solehah Widini Alfi, Ahmad Nur Mizan, and Zulhannan, "Implementasi Community Language Learning Untuk Meningkatkan Maharah Kalam Siswa Madrasah Aliyah," *Jurnal Pendidikan Indonesia: Teori, Penelitian dan Inovasi* 5, no. 2 (2025): 199, <https://jurnal.penerbitwidina.com/index.php/JPI/article/view/1447>.

⁸ Muhammad Ata Amrullah Sidiq, et al. "Strategi Dosen Bahasa Arab dalam Meningkatkan Kemampuan Berbicara Bahasa Arab Mahasiswa Pendidikan Bahasa Arab UIN Mataram/Arabic Lecturer's Strategy in

context for using Arabic in everyday life makes it difficult for students to practice speaking skills naturally.^{9,10} Limited teacher resources who have competence in speaking cause the learning process to be dominant in the cognitive domain rather than communicative skills. The lack of student learning motivation is caused by monotonous learning approaches and a lack of involvement in creative media such as literature or interactive technology.¹¹ As well as differences in student backgrounds related to religious understanding and initial linguistic abilities also affect Arabic learning outcomes.¹² As a result, many students can read and write in Arabic, but are unable or reluctant to speak it in formal and informal situations.

One potential approach to improving speaking ability is integrating literature in *ta'bir* learning. Poems, short stories, and dramatic dialogues have their appeal to arouse students' interest, enrich their vocabulary, and train them to construct sentences naturally and spontaneously. In addition, literature also helps students understand Arabic cultural values relevant to language use in real contexts.¹³ However, the *ta'bir* teaching materials currently used in the field, especially in madrasahs, are minimal and monotonous. Many of these teaching materials present structural exercises without a clear communicative context. The lack of variety of activities, innovative pedagogical approaches, and integration of creative media, such as literature, are the leading causes of low student learning outcomes.¹⁴

Several studies have discussed the development of *ta'bir* teaching materials and

Improving The Ability to Speak Arabic for Arabic Language Education Students at UIN Mataram." *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 4.1 (2023): 17-28. <https://journal.iaiddipolman.ac.id/index.php/loghat/article/view/54>.

⁹ Annisa Annisa et al., "Dampak Latar Belakang Pendidikan Pesantren Dan Non-Pesantren Terhadap Kemampuan Bahasa Arab Siswa Di MAS Muhammadiyah 01 Medan," *Al-Muyassar: Journal of Arabic Education* 4, no. 1 (2025): 41, <https://jurnal.umat.ac.id/index.php/al/article/view/12947>.

¹⁰ Basri Mahmud et al. "Arabic Language Teachers' Strategies in Improving Students' Maharatul Kalam Competence." *ANCOLT: International Conference on Language Teaching*. Vol. 2. No. 01. 2025. <https://ancolt-pekanbahasa.unkafa.ac.id/index.php/proceeding/article/view/126>.

¹¹ Sani Susanti et al., "Dampak Negatif Metode Pengajaran Monoton Terhadap Motivasi Belajar Siswa," *Pedagogik: Jurnal Pendidikan dan Riset* 2, no. 2 (2024): 87, <https://ejournal.edutechjaya.com/index.php/pedagogik/article/view/529>.

¹² Aris Junaedi Abdilah and Mohamad Zaka Al Farisi, "Systematic Literature Review: Problematika Pembelajaran Bahasa Arab Di Sekolah," *Ukazh: Journal of Arabic Studies* 4, no. 1 (2023): 42, <https://ejournal.arraayah.ac.id/index.php/ukazh/article/view/744>.

¹³ Muhammad Tareh Aziz, Laili Mas Ulliyah Hasan, and Syifaul Adhimah, "Jembatan Kurikulum: Inklusi Dan Pembelajaran Bahasa Arab Dalam Konteks Multikultural," *Journal of Practice Learning and Educational Development* 4, no. 3 (2024): 162, <https://digitalpress.gaes-edu.com/index.php/jpled/article/view/292>.

¹⁴ Pontjowulan, "Revitalisasi Literasi Membaca Dan Menulis Sebagai Strategi Pembelajaran Bahasa Indonesia Di SMK Menghadapi Tantangan Abad 21," *Educationist: Journal of Educational and Cultural Studies* 3, no. 3 (2025): 229, <https://jurnal.litnuspublisher.com/index.php/jecs/>.

the utilization of literature in Arabic language learning. Vivi Sutinalvi pointed out that Arabic language learning in the digital age still faces various challenges, such as limited infrastructure, low teacher competence in utilizing technology, and a lack of interactive and contextual teaching materials. She emphasized the importance of innovation in developing learning materials, including the use of engaging and culturally relevant media such as literature, to actively and effectively improve students' motivation and language skills.¹⁵ Saville-Troike explains the importance of active communication in second language acquisition, but does not focus on learning Arabic as a foreign language.¹⁶ Hernan A. Avila demonstrates that the use of creative activities in language classes, such as chain games, creative writing, and script simulations, can increase student participation, motivation, and verbal expression skills. Although this research was conducted in the context of English language learning, the approach is relevant for adaptation in the development of *ta'bir* teaching materials, as it emphasizes the importance of an interactive, expressive, and contextual learning environment that strongly supports students' speaking skills.¹⁷

From this series of studies, several research gaps form the basis for this research: (1) the lack of integration of Arabic literature in *ta'bir* teaching materials, so that it lacks cultural and aesthetic nuances that can enrich students' oral expression; (2) the absence of a teaching material model that is systematically designed and adaptive according to the principles of instructional development; (3) the absence of adequate empirical evaluation of the effectiveness of teaching materials in improving students' speaking skills; and (4) the need for adaptation of teaching materials to technological developments and local cultural contexts without reducing Arabic cultural values as the primary reference for Arabic language learning.

To answer these gaps, the researcher proposes a solution in designing and developing Arabic literature-based *ta'bir* teaching materials that are systematically arranged and equipped with interactive activities such as short stories and situational dialogs. This teaching material was developed using the 4-D model, which consists of

¹⁵ Vivi Sutinalvi et al., "Pembelajaran Bahasa Arab Di Era Digital: Tantangan Implementasi, Dan Peluang," *Mutiara: Jurnal Penelitian dan Karya Ilmiah* 3, no. 1 (2025): 79–81, <https://journal.staiypiqbaubau.ac.id/index.php/Mutiara/article/view/1969>.

¹⁶ M Saville-Troike, "Introducing Second Language Acquisition," *Cambridge University Press* (2006): 144–145.

¹⁷ Hernán A Avila, "Creativity in the English Class: Activities to Promote EFL Learning," *How* 22, no. 2 (2016): 91, <http://creativecommons.org/licenses/by->.

four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate, to meet valid and practical instructional development standards.

The novelty offered in this research lies in developing teaching materials that interactively combine linguistic aspects, literature, and modern pedagogical strategies, designed according to the needs of students in Indonesia. The results of this research have academic and practical implications: academically, this research will make a new contribution in the realm of Arabic teaching materials development and literature-based education. Practically, the developed teaching materials can be directly used by teachers as an alternative in a more dynamic and meaningful learning process, and can improve students' ability to speak Arabic actively, creatively, and culturally.

Methods

This study used a Research and Development (R&D) research design by adopting the 4-D model, which consists of four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.¹⁸ This model was chosen because it is systematic and suitable for developing teaching materials that are innovative and relevant to students' needs. Respondents in this study were 60 grade IX students at MTS Alkhairaat Gorontalo who were randomly selected (purposive sampling).



Figure 1. 4D R&D Model

The primary material used in this study is an Arabic literature-based Arabic *ta'bir* learning module, which includes literary texts such as short stories and speaking activities such as presentations and conversation simulations. This material is prepared

¹⁸ Eni Winaryati et al., *Cercular Model RD&D (Model RD&D Pendidikan Dan Sosial)* (Jogjakarta: Penerbit KBM Indonesia, 2021), 26.

through a series of steps: analyzing students' needs through surveys and in-depth interviews, identifying appropriate literary content for students' ability levels, and designing interactive materials that include audio and text to facilitate independent and collaborative learning.

The research protocol was implemented in several stages. At the Define stage, a needs analysis was conducted to identify the problems faced by students in speaking Arabic. The Design stage involved the preparation of a module framework based on the results of the needs analysis. Furthermore, the final product of teaching materials designed in the previous stages (Define and Design) is produced at the Develop stage. At the Disseminate stage, the teaching materials that have been developed are disseminated to target users, namely students and teachers. The aim is to implement teaching materials realistically and collect feedback for further improvement. Measurements were conducted through pretest and post-test to measure students' oral communication skills, and a perception questionnaire to evaluate their response to the teaching materials. Quantitative data were analyzed using descriptive statistics to describe general trends. At the same time, the increase in oral communication skills scores was calculated using the gain score formula to determine the effectiveness of teaching materials. The statistical test used to analyze the data was a paired sample t-test to compare pretest and post-test scores. All analyses were conducted using SPSS version 26 software.

Results and Discussion

Result

1. Define

At this stage, a needs analysis was conducted to identify the problems faced by students in speaking Arabic. The results of an initial survey of 60 ninth-grade students showed that most students had difficulty speaking Arabic spontaneously, with the main obstacles being a lack of vocabulary and confidence in using Arabic in real situations. Only a few students could use literary expressions or figurative language styles in their conversations.

Interviews with Arabic teachers at the school also revealed that Arabic learning tends to focus on basic grammar and vocabulary, without giving enough space for literature-based speaking exercises. Students stated that they have difficulty understanding the cultural context of Arabic literary texts due to their minimal exposure

to Arabic cultural values in the learning process. In addition, document analysis results of current teaching materials show that they are more theoretical and less interactive. Students also reported that the existing teaching materials are less relevant to their daily communication needs. However, surveys and interviews with students and teachers showed a high demand for developing Arabic literature-based Arabic *ta'bir* teaching materials, stating that integrating Arabic literary texts can help them enrich their vocabulary, improve pragmatic skills, and build confidence in speaking Arabic. Based on the results of this needs analysis, it can be concluded that students face significant challenges in speaking Arabic, especially in terms of vocabulary, confidence, and understanding the cultural context, so the development of Arabic literature-based Arabic *ta'bir* teaching materials is urgently needed to address these issues.

2. Design

At this stage, the framework of the Arabic literature-based Arabic *ta'bir* module is compiled based on the needs analysis results carried out in the previous stage using Google Sites. This preparation process aims to produce teaching material designs that are relevant, interactive, and able to overcome the problems faced by students in speaking Arabic.

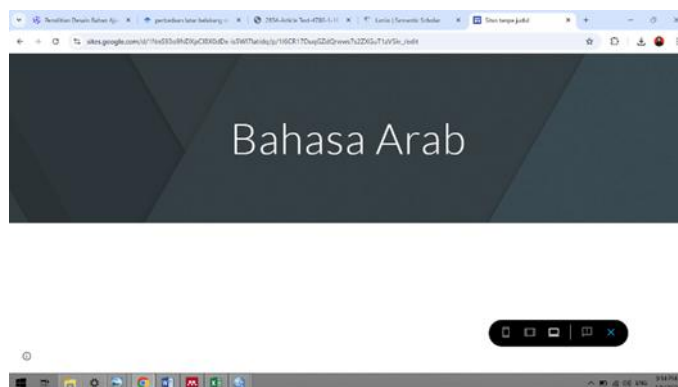


Figure 2. Initial Appearance of Teaching Materials

The results of the Design stage showed that the module was designed by considering four main components: (1) Arabic literature content, (2) speaking activities, (3) interactive media, and (4) learning evaluation. First, the Arabic literary content is selected based on the level of difficulty that matches the ability of grade IX students. The literary texts used include short stories or short dialogues. This content is designed to help students enrich vocabulary, understand figurative language styles, and learn Arabic cultural values. Secondly, speaking activities include presentations, conversation

simulations, and role plays that allow students to use literary texts as references in their conversations. These activities are designed to increase students' confidence in speaking Arabic spontaneously.

Third, interactive media such as audio recordings of literary texts and online exercises are prepared to support independent and collaborative learning. These media are designed to provide students with a more interesting and contextualized learning experience. Fourth, the learning evaluation includes formative tests after each unit and summative tests at the end of the module to measure students' oral communication skills. The review also includes scoring rubrics for aspects such as speech clarity, use of literary expressions, and understanding of cultural context.

The discussion of the results of the Design stage shows that this module has several advantages over existing teaching materials. First, this module provides a more holistic approach by integrating Arabic literature as a learning resource to train speaking skills. This answers the needs of students who previously had difficulty understanding cultural contexts and figurative language styles. Second, interactive media makes this module more flexible and accessible to students with various learning styles. Third, the speaking activities included in this module are designed to enhance students' active participation in learning, thus helping them build confidence in speaking Arabic.

3. Development

At the Development stage, a short story entitled “رحلة إلى الوادي الأخضر” (Journey to the Green Valley) has been developed as one of the main materials in the Arabic teaching module. The story is designed to help grade IX students improve their speaking skills through the integration of Arabic literature with the theme of جمال الطبيعة. The following are the results of the development, including material description, validation by experts, and related learning activities.

a. Cover

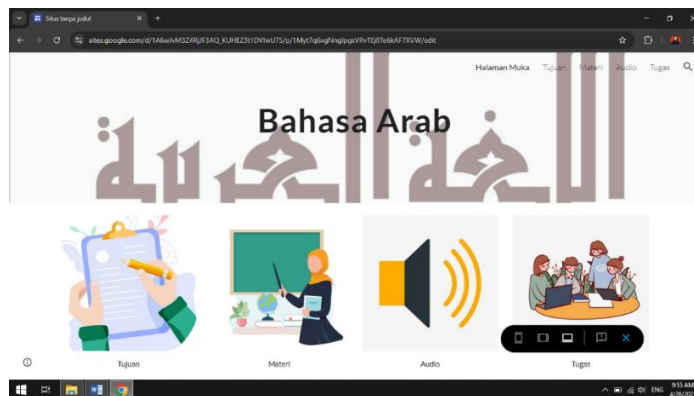


Figure 3. Cover of Teaching Materials

b. Learning Objectives

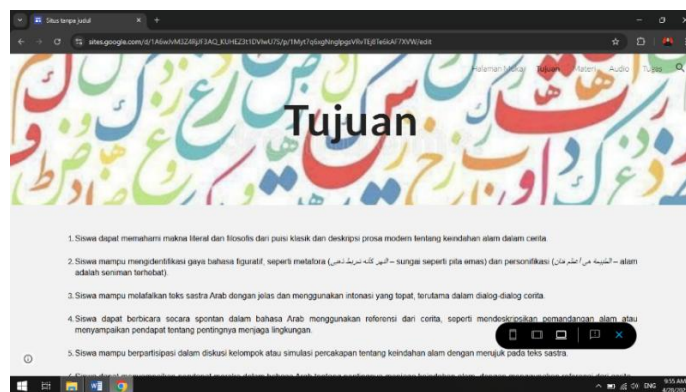


Figure 4. Learning Objectives

c. Material

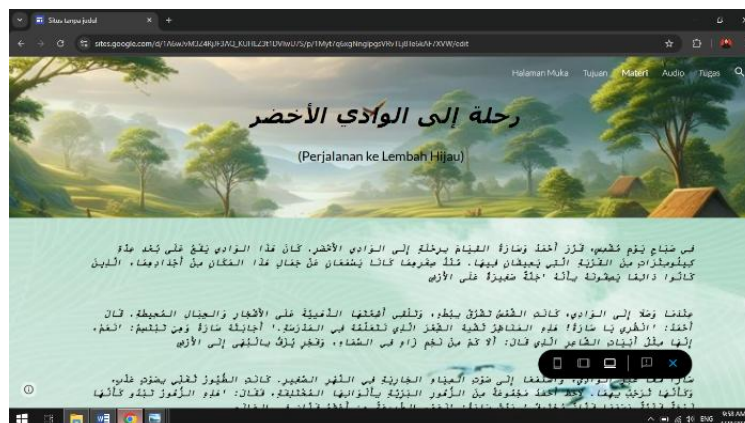


Figure 5. Learning Materials

d. Audio

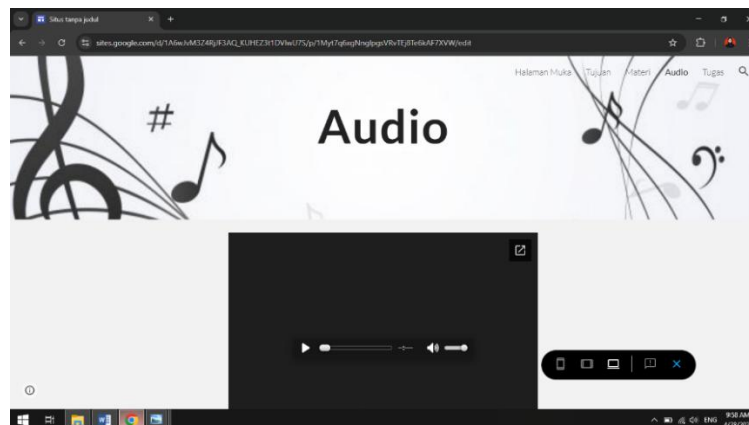


Figure 6. Audio

e. Evaluation

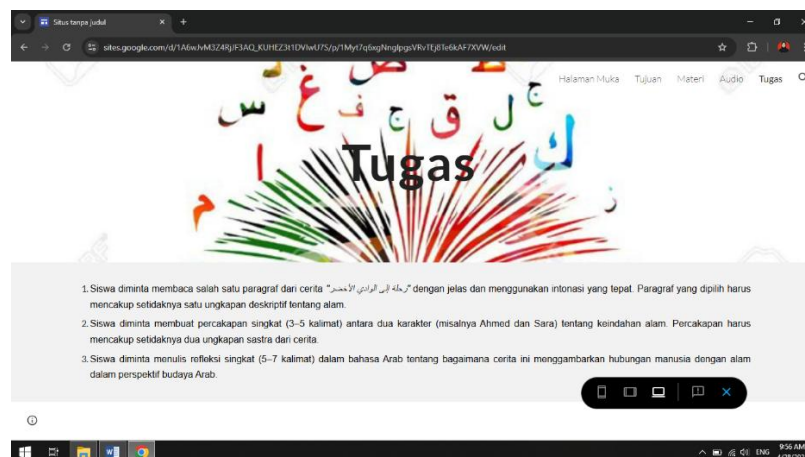


Figure 7. Evaluation

The theme *جمال الطبيعة* was chosen because it is an Arabic learning theme in grade IX. The beauty of nature, such as the sunrise (الشمس تشرق), a small river (النهر الصغير), and wild flowers (الزهور البرية), provides a concrete context for students to understand new vocabulary and figurative language styles. The story not only describes the beauty of nature but also conveys Arabic and Islamic cultural values, such as the importance of protecting the environment as a gift from Allah (الطبيعة هي هبة من الله). This reinforces the moral aspect of Arabic language learning.

The tasks given are reading paragraphs, making short conversations about the beauty of nature, and writing short reflections. Through reading the text, students are trained to pronounce new vocabulary such as الأشجار (tree) and النهر (river) clearly, as

well as using proper intonation when reading descriptive expressions such as *الطبيعة هي أعظم فنان* (nature is the most incredible artist). This helps improve speech clarity and understanding of figurative language styles. In short conversations, students are asked to speak spontaneously in Arabic using literary expressions such as *جنة صغيرة على الأرض* (little heaven on earth), so that they can practice their speaking skills in a real context. The short reflections, on the other hand, encourage students to understand the relationship between humans and nature in an Arabic cultural perspective, such as the appreciation of nature as a gift from Allah (*الطبيعة هي هبة من الله*) and the importance of protecting the environment. All these tasks conform to the design principles of teaching materials relevant to real life, interactive, and focus on oral communication skills. By integrating Arabic literary texts, new vocabulary, and cultural values, these tasks achieved the article's goal of effectively improving students' oral communication skills. Evaluation of the functions can be done through a scoring rubric that includes speech clarity, use of literary expressions, and understanding of the cultural context, thus ensuring that the objectives of the article are optimally achieved.

f. Validation by Language Experts, Material Experts and Media Experts

Table 1. Validation by Linguist Experts

No	Evaluated Aspects	Score				
		1	2	3	4	5
1	Vocabulary Clarity				✓	
2	Figurative Language Style					✓
3	Relevance to Context				✓	
4	Characters in Vocabulary					✓

The results of linguistic validation show that the teaching materials are of excellent quality, with an average score of 4.5/5 obtained from the total score/number of aspects. Some aspects, such as figurative language style and harakat on vocabulary, are practical in supporting learning objectives. However, there are some recommendations

for improvement, especially in terms of vocabulary clarity and relevance to context, to ensure that the teaching materials are more optimal in achieving the learning objectives.

Table 2. Validation by Mate Experts

No	Evaluated Aspects	Score				
		1	2	3	4	5
1	Learning Objectives				✓	
2	Conformity to the Curriculum					✓
3	Learning Activities			✓		
4	Cultural and Moral Values				✓	

The results of the learning material expert validation show that the teaching materials are of good quality, with an average score of 4/5 obtained from the total score/number of aspects. Some aspects, such as suitability to the curriculum and cultural and moral values, are considered very relevant to the learning objectives. However, there are some recommendations for improvement, especially in learning activities, to ensure that the teaching materials are more optimal in achieving the learning objectives.

Table 3. Validation by Media Experts

No	Evaluated Aspects	Score				
		1	2	3	4	5
1	Visual Design			✓		
2	Interactive Media					✓
3	Activity Guide				✓	
4	Online Training				✓	

The learning material expert validation results show that the teaching materials are of good quality, with an average score of 4/5 obtained from the total score/number of aspects. Some aspects, such as suitability to the curriculum and cultural and moral values, are considered very relevant to the learning objectives. However, there are some

recommendations for improvement, especially in learning activities, to ensure that the teaching materials are more optimal in achieving the learning objectives.

g. Pretest and Posttest Results

Data were collected using pretest and posttest instruments to measure the impact of using *ta'bir* teaching materials. The results of the two tests were then analyzed to determine the level of improvement and the significance of differences in speaking ability before and after applying the developed teaching materials. The following are the results of the pretest and posttest analysis data:

Table 4. Paired Samples t-Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.68	60	9.313	1.202
	Posttest	75.83	60	7.663	.989

Based on pretest and posttest statistical data from 60 respondents, it was found that the average pretest score was 57.68 with a standard deviation of 9.313. In contrast, the average posttest score increased to 75.83 with a smaller standard deviation of 7.663. The increase in the average score of 18.15 indicates a significant development after the treatment was given. In addition, the standard error value of the mean on the posttest (0.989) is smaller than on the pretest (1.202), indicating that the posttest mean has a higher level of precision as an estimate of the population mean. Thus, there is a significant improvement in the participants' learning outcomes after following a particular intervention or learning program.

Table 5. Paired Samples Correlations Test Results

Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Pretest & Posttest		60	.973	.000

Based on the results of correlation analysis on pretest and posttest data, there is a robust and positive correlation between pretest and posttest scores, with a correlation coefficient value of 0.973. The significance value (Sig.) of 0.000 (smaller than 0.05) indicates that the relationship between pretest and posttest is highly statistically significant. This suggests that participants who score high on the pretest tend to also score high on the posttest, and vice versa. The very high correlation illustrates the

consistency of individual abilities before and after treatment, and supports the assumption that pretest and posttest measurements have a close linear relationship.

Table 6. Paired Sample Test Results

		Paired Samples Test							
		Paired Differences							
			Std.	Std. Error	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Deviation	Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-18.150	2.557	.330	-18.810	-17.490	-54.990	59	.000

The results of the Paired Samples Test showed that there was a significant mean difference between the pretest and posttest. The mean difference value is 18.150, meaning the posttest mean score is 18.15 points higher than the pretest. The standard deviation of this difference is 2.557, with a standard deviation. The error of the mean of 0.330 indicates the precision of the mean difference estimate. The 95% confidence interval for the mean difference is between -18.810 and -17.490, and since this interval does not include zero, it indicates that the difference is consistent and meaningful. The t-value of -54.990 with degrees of freedom (df) = 59 and significance (2-tailed) of .000 (less than 0.05), provides strong evidence that the improvement from pretest to posttest is highly statistically significant. Thus, the treatment or intervention provided had a very real positive impact on participants' learning outcomes.

Table 7. N-Gain Score
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	60	.33	.63	.4406	.07045
Valid N (listwise)	60				

Based on descriptive statistical data for N-Gain values, this study involved 60 students as subjects, with all data valid without any missing values. The minimum N-Gain value obtained was 0.33, indicating that some students experienced relatively low improvement in oral communication skills compared to the maximum potential. On the other hand, the maximum N-Gain value reached 0.63, indicating that some students

experienced significant improvement in their oral communication skills after using the teaching materials. The average (mean) N-Gain score was 0.4406, which falls into the category of moderate improvement based on the interpretation of the normalized gain score (range 0.31-0.70). Teaching materials effectively improve students' oral communication skills at a moderate level. The standard deviation of 0.07045 indicates that the data spread is relatively small, meaning that most students have N-Gain scores close to the average (0.4406). Hence, improving oral communication skills is uniform across groups. These results suggest that the teaching materials had a significant positive impact, although there were individual variations between the minimum and maximum values. The small data spread also indicates that the teaching materials can be applied evenly and effectively among students without causing significant individual disparities. Thus, the teaching materials successfully improved students' oral communication skills with an average of moderate improvement, and the relatively small variation in improvement indicates that the teaching materials can be applied evenly among students.

h. Quistionnaire

Data were collected through a questionnaire filled out by 60 respondents to evaluate the utilization of ta'bir teaching materials. This questionnaire consists of 20 statements arranged using a Likert scale with a value range of 1 to 5, aiming to measure students' perceptions and responses to the quality, usefulness, and benefits of these teaching materials. The following presents the results of the questionnaire data processing, which shows the overall response of respondents.

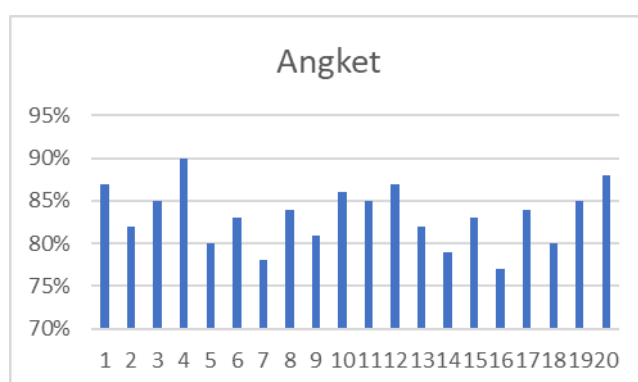


Figure 8. Student Questionnaire Results

Based on the results of the satisfaction questionnaire of ta'bir teaching materials to improve literature-based oral communication skills, filled in by 60 respondents, participants generally responded positively. The average overall score of 4.1 indicates that most students agree that ta'bir teaching materials effectively improve their speaking

skills. The percentage of respondents who gave “Agree” and “Strongly Agree” answers ranged from 77% to 90% for each statement, with an average of 83%. The teaching materials are considered easy to understand, relevant to the needs of oral communication, and able to enrich learners' expressions and sentence structures. In addition, the examples of dialogues and exercises presented help students practice speaking skills in a real context. Most respondents also reported increased self-confidence and interest in continuing to practice. However, some aspects, such as the variety of exercises and the level of challenge of the questions, still need further development. Overall, the literature-based *ta'bir* teaching materials were well received by students and have the potential to be an effective learning medium in improving speaking skills.

4. Dissaminate

The disseminate stage of this research can be done in various ways to ensure that the results can be widely utilized. First, the research results can be delivered in educational seminars or conferences through engaging presentations, aimed at teachers, lecturers and educational researchers. To ensure direct implementation, training for teachers can be organized with materials that include an introduction to infographic design, implementation strategies in learning, and case examples from this study. In addition, modules or practical guides that explain the steps of using infographics in learning can be created and distributed to schools or educational institutions. Disseminate can also be done through digital media such as websites, blogs, social media, and educational video platforms to reach a wider audience. Collaboration with the Ministry of Education or related institutions is also important to propose the use of infographics as one of the learning methods in the Arabic curriculum. Finally, evaluation and feedback from those who receive the research results need to be conducted to refine the implementation and ensure its positive impact in improving the quality of Arabic language learning. With this strategy, the research results can provide significant benefits to the world of education.

Discussion

This study shows that the development of Arabic literature-based teaching materials has a significant impact on improving students' speaking skills. The results of the paired sample t-test show an increase in the average score from 57.68 (pretest) to 75.83 (posttest), with a difference of 18.15 points, which is statistically significant (sig.

0.000 < 0.05). This indicates that the integration of Arabic literature into teaching materials not only enhances students' linguistic knowledge but also builds their confidence and ability to express ideas orally.

The developed module demonstrates strength in instructional design, utilizing short stories, dialogues, and audio, which supports the principles of contextual and participatory learning. Validation by language, content, and media experts indicates that the module meets general quality criteria, with an average score above 4 on a 5-point scale.

Student responses reflected in the questionnaire indicate that over 80% of students found the teaching materials easy to understand, relevant, and encouraged them to speak more actively. They also reported increased motivation, confidence, and courage in using Arabic outside the classroom. The moderate gain score (mean = 0.44) with a small spread indicates that improvement occurred evenly and was not biased toward specific individual backgrounds.

Additionally, an important aspect of this development is the selection of literary themes that align with the curriculum and resonate emotionally with students, such as the theme of "natural beauty." This demonstrates that the success of instructional materials is not solely determined by linguistic aspects but also by the relevance of topics, cultural values, and a humanistic approach to learning.

This module also successfully addresses the gaps in previous research, which typically focused on theoretical aspects or failed to integrate Arabic literature as an active learning strategy. By employing a systematic 4-D model development approach, this study produced a product that is not only content-valid but also practical and immediately implementable in the classroom.

The findings of this study show that integrating Arabic literature into *ta'bir* teaching materials can provide a more meaningful learning experience, build active oral communication skills, and foster an appreciation of Arab cultural values. In a broader context, these results confirm that foreign language learning cannot be separated from the socio-cultural context and creative expression of students.

The issue raised in this study, namely, the low speaking ability of students in Arabic due to the limited availability of communicative and contextual teaching materials, is a serious problem that directly impacts participation and 21st-century competencies. Therefore, the success of this module demonstrates that a literature-based

approach can serve as a solution that not only enhances language skills but also shapes character and cultural empathy.

Conclusion

This study has successfully developed Arabic literature-based teaching materials for *ta'bir* that were systematically designed using the 4-D development model (Define, Design, Develop, Disseminate). The resulting modules have been proven effective in improving students' speaking skills, as demonstrated by statistically significant increases in pretest and posttest scores. These findings address the primary objective of the study, which is to produce teaching materials that can overcome students' limitations in vocabulary mastery, speaking confidence, and understanding of the Arab cultural context.

The main contribution of this study lies in the integration of Arabic literature into speaking instruction (*ta'bir*), an aspect that has previously received little attention in the development of teaching materials in madrasahs. Literature not only enriches the material linguistically and aesthetically but also introduces cultural depth and emotion that help students express themselves more naturally and contextually. This research advances the field of Arabic language teaching as a foreign language by emphasizing the importance of a communicative and culture-based approach to speaking skills.

From a theoretical perspective, this study rejects the traditional view that relies solely on structural and grammatical approaches in Arabic language teaching. Instead, the findings support a contemporary paradigm that places communication and expression at the core of language mastery. This expands the horizon of instructional material development toward a more humanistic, creative, and comprehensive direction. Practically, the teaching materials produced have been validated by experts and positively received by students. This indicates that the module can be directly implemented by teachers in madrasahs or other educational institutions as an alternative teaching material that is engaging, contextual, and effective. The module has also proven to reach students from diverse backgrounds with relatively consistent improvement outcomes.

For further development, it is recommended that this teaching material be expanded with more diverse literary themes and the integration of interactive digital media to align with technology-based learning trends. Further research could also be

conducted involving different age groups or educational levels, as well as testing the impact of this teaching material on other language skills such as listening and writing. Thus, this research not only provides a solution to the problem of low speaking ability in Arabic among students but also paves the way for innovative learning that is rooted in culture, meaningful communication, and students' creativity in expressing themselves.

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