



Development of Arabic-Indonesia Pocket Dictionary to Improve Speaking Skills of Iqro' Stabat Disdit

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ABSTRACT

For elementary school (SD) level students looking for the meaning of a word in a dictionary is not an easy thing, the Arabic dictionary is different from the Indonesian dictionary, because in the Arabic dictionary if you want to look up the meaning of a word then the dictionary generally has to use the base word, sometimes this is something that is still not understood by students, therefore a dictionary is needed that suits the needs of students so that it is easy to use. Apart from teaching subjects like elementary school, it is also added with Arabic lessons, one of which is. The success of the Arabic learning process is greatly supported by learning media. The research approach used in this study is a qualitative research approach. The initial product development in this study was developed based on the ADDIE stages. to develop learning models compared to other instructional designs. As the name implies, the ADDIE model consists of five stages, namely: Analysis, Design, Development, Implementation, Evaluation. The results of the study show that: 1. Analysis is the initial stage of development research by analyzing the curriculum, student needs, Arabic language subjects, and formulating goals. 2. The feasibility of the Arabic language pocket book media on the basic competence of international trade based on the assessment of material experts and media experts in terms of the feasibility aspects of content, language, presentation, and graphics, 3. The response of SDIT Iqro Stabat students with the Arabic language pocket book shows an average acquisition-an average score of 4.23 for small group trials which are included in the Very Eligible category and an average score of 4.06 for field trials which are included in the Eligible category. 4. Arabic language pocket books can increase student learning motivation by 4.04 which is included in the Increased category.

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INTRODUCTION

The use of pocket books is very beneficial in situations and conditions that support them. For teachers, in situations where face-to-face learning is hindered by natural conditions, pocket books can be very helpful in delivering material

by distributing them to small groups in group learning. According to (Arifin & Mulyani, 2021) a pocket book is a learning tool that contains information, is small in size, lightweight, fits in a pocket, and is practical to carry and read. The use of pocket books in language learning in schools has not been widely realized; most of it is still limited to textbooks and worksheets for Arabic and English language learning. (Abusyairy et al., 2020; Kasriatin, 2023) Textbooks available in the market are generally large, thick, heavy, and have sentences that are too long, making students less interested in reading or studying the textbooks. Another common problem in the world of education is that students often have difficulty understanding their textbooks and need simplification to understand them well.

In addition to the importance of simplifying textbooks into pocket-sized forms, teaching strategies are also essential in any learning process. According to (Arifudin, 2020), inappropriate teaching strategies can affect students' comprehension of the material being presented. Learning the Arabic language involves four main skills: reading, listening, writing, and speaking. Essentially, learning Arabic aims to develop and enhance students' communication skills, both orally and in writing. In general, language learning experts agree that language skills are divided into four: listening (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qiro'ah), and writing (maharah al-kitabah) (Rina Dian Rahmawati & Muhamad Khamim, 2021).

(Khotimah, 2021; Zuliatin Nafisah, 2022) In the Arabic language, there are various language skills, including listening (istima'), speaking (kalam), reading (qiro'ah), and writing (kitabah). Speaking skills are a crucial aspect of language learning, including Arabic. Speaking is the primary means of interactive communication using language as a medium. Common obstacles that arise in speaking Arabic include: 1) difficulty in choosing words appropriate for the conversational context, 2) feeling shy when speaking Arabic due to the fear of making mistakes, 3) a lack of practice in using Arabic language (Rahmawati & Liana, 2021).

Speaking is a highly important language activity, especially for communication purposes. In general, people use spoken words more than written words, meaning that people speak more than they write. Speaking skills involve at least two parties: the speaker and the listener, engaging in two-way communication (Rina Dian Rahmawati & Kiki Suliyatun, 2021). Speaking skills are a key language skill that should be taught in Arabic language instruction.

Imam Makruf (Arifin & Mulyani, 2021) divides Arabic speaking skills into two levels: "ucapan" (utterance) and "berbicara" (speaking). Utterance is a skill that requires less thought and understanding. Forms of utterance can include

repeating what the teacher says, reading aloud, or memorizing what is written or heard. On the other hand, speaking is a skill that requires the involvement of both thought and feeling because it involves at least two parties: the speaker and the listener (Madah Rahmatan et al., 2023).

For elementary school students, looking up word meanings in a dictionary is not an easy task. An Arabic dictionary differs from an Indonesian one, as in Arabic dictionaries, to find the meaning of a word, you often need to know its root form, which can be confusing for students. Therefore, a dictionary that suits students' needs is required to facilitate their use. In addition to teaching standard subjects, elementary schools also include Arabic language instruction. The success of the Arabic language learning process is greatly supported by the presence of teaching media.

RESEARCH METHODE

The research approach used in this study is a qualitative research approach. The research is grounded in the naturalistic paradigm, which views reality as multifaceted. The researcher and the researched are interactive and cannot be separated, forming a simultaneous and reciprocal unity. The study does not attempt to separate cause from effect, and it focuses on values. The researchers aim to understand how individuals perceive the meaning of their surrounding world.

Development Design The initial product development in this research is based on the stages of the ADDIE model (Creswell & Creswell, 2018; Flick, 2013; Huberman & J, 2014; Syahrums, 2015).

1. Research and Information Gathering
2. Planning
3. Development of the Initial Product The instructional design model chosen by the researcher to develop the teaching strategies and materials is the ADDIE model. This model was chosen because it is more suitable for developing a learning model compared to other instructional designs. As the name suggests, the ADDIE model consists of five stages, which are: a. Analysis b. Design c. Development d. Implementation e. Evaluation
4. Analysis The main purpose of the implementation stage, which is the realization of the design and development, is as follows: a. Guiding students to achieve learning objectives or competencies. b. Ensuring the resolution of problems/solutions to address learning gaps faced by students. c. Ensuring that by the end of the learning program, students have the necessary competencies (knowledge, skills, and attitudes).

5. Evaluation Evaluation can also be done by comparing the learning outcomes achieved by students with the previously formulated learning objectives. Evaluation of the learning program aims to determine several things, including: a. Students' social skills and attitudes towards the learning activities as a whole. b. Improvement in cognitive learning outcomes in students as a result of participating in the learning program.

Preliminary Testing The initial product developed is tested through questionnaires completed by experts. The experts in this case are individuals who are considered to be proficient in the development of learning models. The aspects used in this study include subject matter experts and learning design experts. The research process includes the following steps: 1) Design Revision, 2) Field Group Testing, 3) Main Product Revision, 4) Operational Testing, 5) Final Product, 6) Dissemination.

Research Variables Based on the research title, "Development of an Arabic-Indonesian Pocket Dictionary to Improve Speaking Skills at SDIT Iqro' Stabat," the dependent variable in this study is the improvement of speaking skills, while the independent variable is the development of the Arabic-Indonesian Pocket Dictionary.

RESULT AND DISSCUSSION

Result

Stage of Analysis

In the analysis stage, observations and interviews are conducted with Arabic language teachers at SDIT Iqro' Stabat. This initial stage is done to identify issues related to classroom learning. Based on the observations and interviews, problems related to the use of media in teaching are identified. Consequently, the idea of developing a learning media that can facilitate students' learning emerged. The analysis in this stage includes curriculum analysis, student needs analysis, and Arabic language material analysis. The curriculum analysis involves aligning the content of the pocket book with the curriculum and syllabus used at SDIT Iqro' Stabat. In the student needs analysis, it is determined that students need a learning media that can facilitate their learning and motivate them. The Arabic language material presented in the pocket book is about introducing Arabic vocabulary. The initial analysis results conducted at SDIT Iqro' Stabat indicated the following: a. Teachers need learning media that are easy to use for both teachers and students. b. The developed learning media should be attractive and practical in its use. c. The developed learning media should be able to enhance students' motivation to learn.

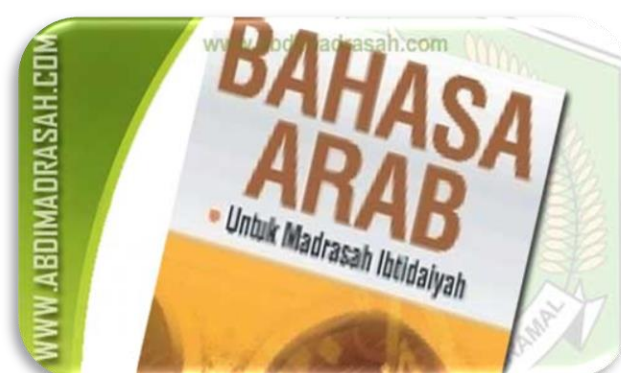
Stage of Design

In the second stage, the design of the pocket book media is done according to the format of preparing textbooks. The pocket book is designed with an attractive appearance and easy-to-understand language, containing both content and practice exercises. Various books that can serve as references in structuring the framework of the pocket book with vocabulary introduction in Arabic are collected. With the determined framework, an initial design is created to obtain a draft of the pocket book. The content of the pocket book is adapted to the basic competencies. The framework in the draft of the pocket book includes: a. Pocket Book Title The title of the pocket book is made attractive and relevant to the content to be developed, which is the introduction of Arabic vocabulary. An engaging title will motivate students to study the pocket book. b. Standards of Competency and Basic Competencies The developed pocket book contains the competencies that students must achieve in studying the material. These competencies include knowledge, skills, and attitudes. The standards of competency and basic competencies are aligned with the school's syllabus. c. Concept Map It shows the relationships between the concepts in the content of the pocket book. The concept map gives students a general overview of the material they will study. Students can study the pocket book independently by referring to this concept map. d. Content The content of the pocket book includes material related to the theme being developed. The material is obtained from various sources of books collected. e. Illustrations The illustrations presented in the pocket book are aligned with the material being developed. These illustrations are obtained from the internet. The presence of illustrations in the pocket book makes it easier for students to understand the material they are studying. Additionally, students are drawn to the illustrations presented in the pocket book. f. References The references in the pocket book are the sources used in its creation. The references facilitate students in obtaining further information about the material in the pocket book.

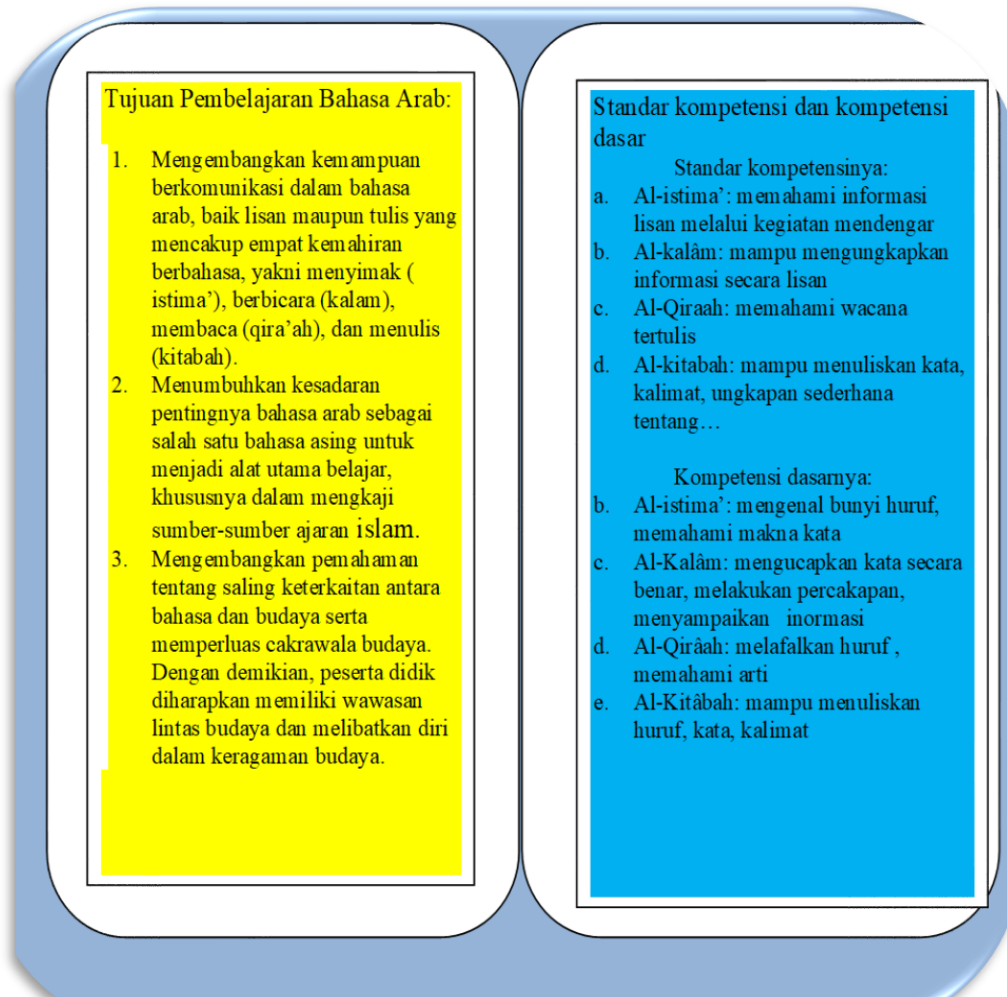
Stage of Development

In the development stage, the production of the pocket book media for use in teaching is carried out. The production of the pocket book media begins with printing and binding.

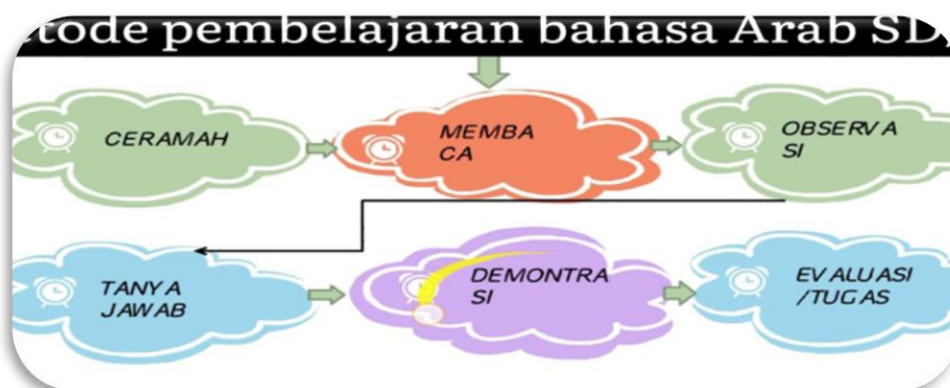
1. The back cover of the Arabic language pocket book should be utilized to include motivating sentences that can inspire students.



2. Writing sentences in learning objectives that use right alignment should be written with left alignment only to avoid excessive spacing or gaps between sentences.



3. The concept map that still needs improvement to make it easier for students to read



Implementation Stage

- a. **Small Group Testing** After going through several stages of research and development, the designed Arabic language pocket book is then implemented in real conditions. Initially, the Arabic language pocket book is tested with a small group of trial subjects after the revision process, and the book is deemed suitable by the validators. Subsequently, the pocket book is tested with a large group/field trial after being considered suitable by the small group of trial subjects.
- b. **Field Testing** After testing with the small group and being deemed suitable, the pocket book media is then tested with a large group/field trial of trial subjects. This testing is conducted to determine the responses of students to the Arabic language pocket book media on a broader trial scale. Data is collected using questionnaires. These questionnaires are used to obtain data regarding the assessment of the quality of the Arabic language pocket book developed as feedback for the final product revision.

Evaluation Stage

In the final stage, the evaluation is conducted using responses from the field trial group of students. The improvement in learning motivation can be observed from the results of a learning motivation questionnaire that uses a Likert scale with intervals from 1 to 5. The motivation questionnaire consists of 13 items, with 11 positive questions and 2 negative questions. The questionnaire has undergone empirical testing with a Cronbach's Alpha value of 0.824, indicating instrument reliability of 0.70. The achievement of the product development objectives is determined by measuring what the trial students have gained. After the Arabic language pocket book is considered suitable, the increase in students' learning motivation is measured. The questionnaire is filled out after three Arabic language learning sessions using the pocket book as a learning media.

Discussion

The next stage involves designing the Arabic language economics pocket book product according to the textbook format, starting from its size, shape, introduction section, content section, and concluding section. The design of this product is formed in the draft of the pocket book. The pocket book that has been designed is then produced for validation by subject matter experts and media experts. The validation activity aims to assess the feasibility of the developed Arabic language pocket book media and make revisions based on the feedback provided by the experts. After being deemed suitable, the developed pocket book is tested to determine its strengths and weaknesses as

perceived by potential users. The final stage is the evaluation stage, in which the researcher evaluates the Arabic language pocket book media as a whole. The main objective of developing this Arabic language pocket book media is to enhance students' learning motivation.

- a. Feasibility of the Arabic Language Pocket Book The aspects of feasibility assessed include content feasibility, language feasibility, presentation feasibility, and graphic feasibility. The validation results for the overall feasibility of the Arabic language pocket book media obtained an average score of 3.71, categorized as "Feasible."
- b. Student Assessment of the Economics Pocket Book as a Learning Media The students of SDIT Iqro' Stabat are the subjects of the field trial in the development of the pocket book media. The students' responses to the media's feasibility assessment are intended to evaluate the pocket book's feasibility in terms of content and media. Based on the validation results, the pocket book is assessed for content feasibility, language, presentation, and graphics as follows:
 1. Content Feasibility of the Arabic language pocket book received the highest score, which is the relevance of the material to daily life. The material presented in the pocket book provides examples from everyday life. However, the item with the lowest score is material completeness. The material's lack of completeness prompted the researcher to improve it by adding reference sources.
 2. Language Feasibility of the Arabic language pocket book received the highest score, which is the clarity of sentences. The sentences in the pocket book use language that is easy to understand by students. However, the item with the lowest score is presentation coherence. The researcher improved the presentation by reviewing the material sequence based on the syllabus and Lesson Plan (RPP).
 3. Presentation Feasibility of the Arabic language pocket book, out of 5 statement items, obtained an average score of 3.99, which falls under the "Feasible" category. The item "presentation of images, tables, and symbols" received the highest score, 4.38, categorized as "Very Feasible." The lowest score was obtained for the item "presentation completeness," which scored 3.81, categorized as "Feasible."
 4. Graphics Feasibility of the Arabic language pocket book received the highest average score, categorized as "Very Feasible," falling within the range of >4.2 to 5.0. The small size of the Arabic language pocket book is one of its attractions for students to study Arabic, and the practicality of the pocket book that can be used anywhere and anytime enhances

students' learning motivation. The other 5 statement items received an average score categorized as "Feasible," within the range of >3.4 to 4.2.

The Economics Pocket Book as a Media for Improving Student Learning

Motivation Based on the research and development results, it can be concluded that the Arabic language pocket book media can enhance students' learning motivation. In the first indicator, "the presence of desire and determination to succeed," students show their motivation by working quickly on Arabic language exercises. Additionally, students ask questions to the teacher when there are topics they do not understand during the learning process. In the second indicator, "the presence of encouragement and the need to learn," students show an increase in motivation by reviewing materials and completing school assignments on time. Meanwhile, in the third indicator, "the presence of hopes and dreams for the future," students exhibit their motivation by confidently working on economics exercises correctly. Students feel that the exercises in the pocket book can be done easily. Recognition in learning is the fourth indicator, and this is shown by students who aim to achieve grades above the Minimum Passing Grade (KKM), and students find it easier to understand international trade material. The fifth indicator, "the presence of interesting activities in learning," shows that students exhibit increased enthusiasm for learning, which is motivated by the teacher and students' enjoyment in participating in Arabic language lessons using the pocket book media. The last indicator for measuring learning motivation is the presence of a conducive learning environment. Students show interest and enthusiasm in learning using the pocket book as a learning source. Students prefer to learn using practical learning materials that can be used both inside and outside the classroom.

Development Limitations

The limitations in the development of the Arabic language pocket book as a learning media for the Arabic language include:

1. The material developed in the Arabic language pocket book covers only one basic competency.
2. The practice questions in the Arabic language pocket book have not been validated, so their quality has not been tested.
3. The presentation of the developed Arabic language pocket book still appears untidy due to manual cutting and binding.
4. The research and development are limited to one school.

CONCLUSION

Based on the results of the development research and discussions, it can be concluded that:

1. The development of the Arabic language pocket book media went through five stages, namely: a. Analysis: This is the initial stage of development research involving the analysis of the curriculum, students' needs, Arabic language subjects, and goal formulation. b. Design: This stage involves the design of the Arabic language pocket book media in the form of a draft. c. Development: In this stage, the product is produced, starting from creating the pocket book, assessment instruments, validation by experts, and revisions. d. Implementation: This stage involves the testing of the pocket book that has been deemed suitable by experts with small group and field test subjects. e. Evaluation: This stage focuses on measuring the achievement of the research's goals, which is the improvement of students' learning motivation.
2. The feasibility of the Arabic language pocket book media for the basic competence of international trade, based on the assessment by subject matter experts and media experts, considering aspects of content feasibility, language, presentation, and graphics, is as follows: a. The assessment of content feasibility by subject matter experts resulted in an average score of 3.56, categorized as "Feasible." b. The assessment of content feasibility by media experts resulted in an average score of 3.91, categorized as "Feasible."
3. The response of SDIT Iqro Stabat students to the Arabic language pocket book showed an average score of 4.23 for small group testing, categorized as "Highly Feasible," and an average score of 4.06 for field testing, categorized as "Feasible."
4. The Arabic language pocket book can enhance students' learning motivation, with a score of 4.04, categorized as "Improved."

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