The Learning of Arabic Speaking Skills with Constructive Theory Perspective

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ARTICLE INFO	ABSTRACT
  *Corresponding Author: Name: **Elok Rufaiqoh** Email: elokrufaiqoh90@gmail.com	The purpose of this research was to find out the concrete form of Arabic speaking skills learning with the perspective of constructivism theory at Institut Agama Islam Al-Qodiri Jember (*IAI Al-Qodiri Jember*), how the class setting, the learning process, and the products produced by students after learning. This study used a descriptive qualitative approach. Data collection techniques used observation and interviews. The data analysis used in this research is Miles and Huberman's data analysis theory, which includes: data collection, data simplification, data presentation, and conclusion. The results of this study concluded that: first, the class setting in Arabic speaking skills learning with the perspective of constructivism theory by the way the lecturer arranges the chairs in the class into groups. So, students can interact actively by practicing Arabic communication. Second, the process of learning Arabic speaking skill with a constructivist approach consists of three stages, namely planning, implementation, and evaluation, all of which focus on constructivist learning by paying attention to the principles contained therein. Third, the product produced by students in this lecture as a concrete form of the construct results of students' thoughts about the Arabic conversation concepts they make. The process of learning Arabic speaking skills through the methods above can make students master 21st-century skills including creative thinking, communication, and collaboration.
Keyword	Arabic Speaking Skill, Constructive Theory, Learning

مستخلص البحث

أهداف البحث هي لمعرفة ولوصف تعليم مهارة الكلام على ضوء النظرية البنائية في جامعة القادري الإسلامية جمبر من ناحية إدارة الفصل وعملية التعليم والمنتجة التي ينتجها الطلاب بعد التعليم. استخدم هذا البحث المدخل الكيفي الوصفي. أساليب جمع البيانات باستخدام الملاحظة والمقابلة. وتحليل البيانات باستخدام نظرية ميلس و هوبرمان التي تشتمل على أربع المراحل، هي : جمع البيانات، وتبسيط البيانات، وعرض البيانات، واستخلاص النتائج. أما نتائج هذا البحث هي: أولا، إدارة الفصل في تعليم مهارة الكلام على ضوء النظرية البنائية من خلال ترتيب المحاضر الكراسي في الفصل مجموعات. حتى يتمكنوا من التفاعل بنشاط ممارسة الاتصال باللغة العربية. ثانيا، تتكون عملية تعليم مهارة الكلام على ضوء النظرية البنائية تشتمل على ثلاث مراحل هي التخطيط، والتنفيذ، والتقويم. وكلها تركز على التعليم البنائي باهتمام المبادئ فيه. ثالثا، المنتج الذي أنتجه الطلاب في هذه المحاضرة هي فيديو حوار اللغة العربية كشكل الملموس من نتائج بناء الأفكار الطلاب حول مفهوم المحادثة الذي جروا به. عملية تعليم مهارة الكلام من خلال الأساليب المذكورة أعلاه، يمكن أن تجعل الطلاب أن تجعل الطلاب يكتسبون المهارات التي تتطلبها مهارات القرن الحادي والعشرين، بما في ذلك التفكير الإبداعي والتواصل والتعاون.

كلمات أساسية	التعليم، مهارة الكلام، النظرية البنائية

INTRODUCTION

Arabic speaking skills learning is a research topic on language proficiency that is never finished being discussed. Because Arabic speaking skills is the main skill that must be mastered by Arabic learners. According to Al-Fauzan (1428 H) basic language is speaking. The need for these skills is increasing when the importance of oral communication among humans is increasing. It is hoped that the teacher will pay more attention to this skill because it is the main skill that students need to communicate every day. As Yasin (2023: 142) argues, Arabic speaking skills is an important skill to master so that students can convey ideas to others, and make dreams, desires and the goal. However, in practice learning there are still many problems found.

Problems in Arabic speaking skills learning as research conducted by Nurlaela (2020: 562-567), Amalia (2023: 142) that problems related to the learning process faced by teachers and students, including teaching materials that are too difficult for students, methods, and media that are less varied, the implementation of evaluations that cannot measure students' speaking ability, the absence of a supportive environment. In addition, there were several problems faced by students, including their difficulty in pronouncing Arabic expressions (Wahyuni, 2023: 216) , and lack of motivation of students to learn because the methods used by the teacher did not vary. The same thing was also said by Rosyidi (2016: 51-52) that students often still make mistakes when applying the stressing and toning patterns in Arabic conversations,

One solution to overcome the various problems above is to apply a constructivist approach to Arabic speaking skills' learning. Because with this approach students are required to actively construct their thoughts as well as active social interaction to practice the Arabic language they learn. In the opinion of Fachrurrozi (2018: 79-81) that constructivism focuses on forming students' knowledge through observational material and the subject's ability to interpret each object. In constructivism, educators act as facilitators by providing various learning resource facilities that can facilitate students in the process of constructing their knowledge. In the opinion of Sa'ud (2010, 168) that the success of the constructivist learning model is the availability of adequate learning resources.

Lecturer in the Arabic Language Education Study Program, namely Arabic Language Proficiency Lecturer at IAI Al-Qodiri Jember has used a constructivist approach in learning speaking skills. Based on initial observations and interviews, the researcher obtained data that the lecturer divided the students into several groups and assigned each group to develop an Arabic conversation concept with the theme in the Semester Lecture Plan. Lecturers facilitate students with videos about "Eid al-Fitr" which is related to students' daily moment. Making Arabic

conversation emphasizes students being able to construct the results of their thoughts engaging knowledge acquired and understood during lectures. After that, they were asked to make a video conversation according to the concept of the conversation they had made. This is a concrete form of developing their knowledge construction, as well as their activeness and creativity.

The Arabic speaking skills learning phenomenon above is in line with the concept of constructivism theory. This theory focuses on the activity and creativity of each student in developing their knowledge (Nasrudin, 2019: 119). Constructivism views that knowledge does not come from outside the individual, but it is the individual who constructs it into new knowledge.

Several studies that are relevant to this research include (1) research that has been conducted by Ugwuozor (2020: 1-20) on the impact of constructivism on poetry learning among southeastern Nigerians. The results of this study indicate that constructivism can stimulate students' improvement of learning outcomes. The more interaction time among students, teachers, and related resources, the greater the influence of constructivism pedagogy. This study also showed that the effect of constructivist methods on students' achievement is not determined by gender. (2) research conducted by Oppell and Aldridge (2020) development and validation of teacher belief surveys for constructivist classrooms suggested that teachers' professional development and understanding the beliefs of teacher's prospective in the area of cross-cultural diversity can help in creating an understanding and sensitity to cultural differences among people, their knowledge, perspectives, and practices. (3) Furthermore, Araya and Kronborg's research (2021) concerning the inspiring teacher model: a constructivist based theory study in gifted education. The results of the research shows that constructivism theory can open up new opportunities to make gifted teachers who are inspiring and highly capable. This is explained through three stages, including: expanding knowledge, understanding fostering positive attitudes, and empowering students to take action.

Some of these previous studies only focused on the effect of constructivism on learning, the role of constructivism in building teachers' understanding of cultural differences among people, forming inspiring and highly skilled teachers, and developing constructivism-based learning models that affect the quality of learning. This research focused on one way of managing the classroom in the form of setting classes in learning Arabic speaking skills with a perspective constructivism theory, the learning process, and the products produced through the learning. In addition, the research object was different from the others, which is carried out in one of the tertiary institutions under the auspices of Islamic boarding schools in Indonesia, namely the Arabic Language Education study program at IAI Al-Qodiri Jember. This makes the difference from the

previous studies above. This novelty aspect was very important to increase research innovation on constructivism theory in learning Arabic or learning Arabic speaking proficiency as well as to improve the process of learning Arabic speaking skills to create effective and efficient learning.

The objectives of research on Arabic speaking skills learning with a constructivism approach at IAI Al-Qodiri Jember include: classroom management in the form of classroom settings in learning Arabic speaking skills from a theoretical perspective constructivism. Second is the learning process. Third is the products produced by students during learning Arabic speaking skills with a constructivist approach. With this research, we can find out how to organize classes and apply the theory of constructivism in learning Arabic speaking proficiency in particular as well as learning products that can be produced by students. Apart from that, the results of this research can be used as a reference for educators in learning Arabic speaking skills, so that participants and students master the skills required in 21st century, including thinking creatively, communicating, and collaborating.

This article composed of several parts, including the first part contains the introduction. The second is a literature review related to the object of discussion. The third part is the research method which consists of research design, population and sample, data collection techniques, and data analysis. The fourth part is results and discussion. And the fifth part contains the conclusion.

METHOD

This research used qualitative research with data in the form of results observing the process of learning Arabic speaking skills with perspective constructivism theory in the Arabic Language Education study program at IAI Al-Qodiri Jember. The sample in this research was IAI Al-Qodiri fourth-semester of Arabic Language Education students.

The data collection techniques used in this research were observation, interviews, and documentation. Observation, interviews, and documentation were used by reseacher to search for data about classroom management in learning Arabic speaking skills, activities during the learning process, and products produced by students after learning. Informant on this research is a lecturer who teaches Arabic speaking skills courses and fourth semester Arabic language education students of IAI Al-Qodiri Jember.

Next is the research process of learning language-speaking skills following; first is observing in the process of learning speaking skills Arabic language in the classroom, by observing the characteristics of constructivism that emerge in learning. Second, observing what methods are used by lecturers who teach

Arabic speaking skills courses in the learning process. Third, conducting interviews with lecturers and Arabic language education students who take Arabic speaking skills courses related to classroom settings for learning Arabic speaking skills, processes learning, as well as products produced by students in learning.

The data analysis used in this research is Milles and Huberman's interactive analysis model (Rahardjo 2020). Analyze this model contains four stages, namely: (1) data collection, reseacher collected data related to class management in the form of class settings, learning processes of Arabic speaking skills, and the products produced by students after learning. (2) Data simplification, reseacher analyzed existing data produced by the research objectives. (3) Data presentation, results of data analysis research findings presented and communicated with theories and existing research. (4) Concluding, reseacher concluded from the data that has been presented.

RESULTS & DISCUSSION

Research on Arabic speaking skills learning with the perspective of constructivism theory at IAI Al-Qodiri Jember can be classified into three important findings, namely: (1) class settings in learning, (2) concrete manifestations of the learning process, (3) products produced by students after carrying out learning.

Class Setting of Arabic speaking skills Learning with The Perspective of Constructivism Theory

Class setting in Arabic speaking skills learning with the perspective of constructivism theory in Arabic Language Education Department of IAI Al-Qodiri Jember class using the lecturer arranging the chairs in groups. This is by what was said by the lecturer that Arabic speaking skills class setting using constructivist perspective. This aims to make students interact actively with other students to practice Arabic and discuss the material as an effort to construct the knowledge of each students through interaction within groups (priyono, 2023). The same thing was conveyed by students who attended Arabic speaking skills lectures, that the lecturer asked the students to sit in groups as the seats had been arranged by the lecturer. Each group of us consists of 2 to 3 students (Nabila dan Jauhari, 2023). These are the important things that must exist in the application of constructivism learning principles, Arabic language learners need to be active and meaningful interactions to practice and question the Arabic language they learn. In other words, language learning with a constructivist perspective pays attention to social aspects. Because students can build meaning based on interactions and dialogues that occur in groups (Fachrurrozi, 2018: 81-82).

So, from the explanation above we can conclude that the purpose of the lecturer setting class in groups expected that interaction and collaboration among students can facilitate some of the active activities to be achieved. Because with such a class arrangement, students can practice Arabic communication actively with their group members. Baengatun (2019, 154) in his research said that classroom management skills must be possessed by every educator to create effective Arabic learning. Because class management as the definition offered by Arikunto (2010: 24) is the arrangement of students by educators in the classroom so that each student gets services according to their needs.

Arabic speaking skills Learning Process with Constructivism Theory Perspective

Arabic speaking skills learning with the perspective of constructivism theory at IAI Al- Qodiri Jember includes three main activities namely planning, implementing, and evaluation. As conveyed by Lecturer Arabic speaking skills (Priyono, 2023) before starting lectures the lecturer has made a semester Lecture Plan. Which includes Arabic Language Education learning achievements, Arabic speaking skills learning objectives, and materials that will be taught for one semester such as alyaum al-Riyadhi, tufakkir fil mustaqbalik matters, Rihlah Ila Manthiqoh Syarqiyah, "Eid al-Fitr", and others. Apart from that, some methods will be used such as small group discussions, as well as media that will be used by lecturers to make it easier for lecturers to teach and students to understand lessons and forms of assessment that will be used by lecturers to determine the level of learning achievement.

The Head of the Arabic Language Education Study Program said that the Arabic speaking skills course is a compulsory subject for fourth-semester students (Asy'ari, 2023). The purpose of this course, as conveyed by the lecturer in charge of the course, is students be skilled at communicating actively using Arabic in the learning process (Priyono, 2023). This is as formulated by Al Fauzan (1428 H), one of the goals of Arabic speaking skills learning is students can communicate using Arabic correctly.

The implementation of Arabic speaking skills learning with the perspective of constructivism theory at IAI Al-Qodiri Jember includes the following steps: first, determination of the topic. Before the lecture begins, the lecturer first chooses the topic to be conveyed in the lecture. The selection of this topic is based on the semester lecture plan. The chosen theme is "Eid al-Fitr" al-Fitr". The lecturer explained that the selection theme based on the conditions that occurred in students life. Choosing this theme, students are expected to be more enthusiastic about being active and creative in working on the task of making Arabic conversation videos. This is reinforced by the results of research conducted by Kung (2017) which states that subject matter that is appropriate to the conditions experienced by students can make students motivated to learn. At the learning implementation stage, the researcher found that the lecturer's role was only as

a facilitator. This is supported by several activities in the learning process, namely: (1) students are divided into several groups, this is intended so that each individual can learn actively by practicing Arabic with their group mates and discussing the material they will learn. (2) the lecturer provides learning resources in the form of Arabic conversation videos and conversational texts related to the theme of the lesson to facilitate and assist students in constructing and developing their knowledge. (3) the lecturer asks each group to create an Arabic conversation concept related with the learning resources provided by the lecturer. (4) then the lecturer evaluates the concept of conversation that has been made by the students in group as a result of the construction of their thoughts.

The second is the implementation of lectures. Based on field observations, the researcher directly participated in the Arabic speaking skills learning process, the researcher found several steps of Arabic speaking skills learning with the perspective of constructivism theory, namely: (1) The lecturer opens the lecture by greeting. (2) The lecturer divides students into several groups. (3) Furthermore, in the implementation of lectures, students are given lecture themes "Eid al-Fitr". (4) The lecturer begins to provide Arabic vocabulary and expressions through videos that contain conversations about "Eid al-Fitr" which are directly carried out by native speakers. This video is played 3 times in class. (5) Students listen well to the conversation about "Eid al-Fitr". (6) Then the lecturer asks individuals in groups to practice conversations about "Eid al-Fitr". (6) Students discuss to make conversation concepts in Arabic by developing the knowledge they have gained. (7) Lecturer also facilitates students by providing several conversational texts that can be used as a reference for students in making Arabic conversation. As stated by Fachrurrozi (2018, 83) that the presentation of learning resources in a constructivist approach is something that must be done by the teacher, because students can't explore without learning resources, so further activities, namely elaboration and confirmation can go well. The same thing was conveyed by Hamid, et al (2019) based on the research they conducted in constructivist classes, lecturers must facilitate sufficient learning resources for students. Because in this modern era, teachers are not limited to imparting knowledge to students but also become facilitators. Lecturers facilitate students to construct their knowledge appropriately and effectively. This is done to achieve the expected learning objectives. This is reinforced by the results of Kim's research (2005: 7) which states that constructivist teaching is more effective than traditional teaching in terms of academic achievement and a constructivist environment is preferable to traditional classrooms. Moreover, Rodriguez (1998: 589) explains that the use of constructivism theory in the learning process can help teachers overcome the diversity of students' understanding. This is done to achieve the expected learning objectives. We can conclude that what the lecturer emphasizes the activeness and creativity of the

students in constructing the results of their thoughts into the concept of Arabic conversation.

Third is evaluation, in the end of the lecture, the lecturer asked each group to present the Arabic conversation concept they had made. At this stage, the researcher found that lecturer has an important task to evaluate students' conversation performance. The aspects to be evaluated are selecting mufrodat, composing a sentence, and intonation in the pronunciation of Arabic sentences (toning). Research conducted by Rosyidi (2016: 51-53) shows that students often make mistakes in stressing and tanghim patterns when communicating in Arabic. This often causes changes in meaning, for example, the expression of Wa Alaikum salam, should be wa 'alaikum salam. This expression has a general meaning that should have a special meaning. The feedback provided by the lecturer can be used as a reference by students to improve their conversation. As Lyser (1998a) argues in Rod Ellis (2012: 135) that corrective feedback can help students in language acquisition. Because in constructivism class, students need a lot of Arabic language input. So, it can be said that the feedback provided by the lecturer is a process to assist students in constructing their knowledge.

Product Learning Outcomes Learning Arabic with Perfective Constructivism Theory

The product produced in Arabic speaking skills learning with the perspective of constructivism theory in IAI Al-Qodiri Jember is an Arabic conversation video from the Arabic conversation concept they have made. As conveyed by the lecturer in charge of this course, at the end of the lecture, each group is given task of making a video. It is to test the creativity and activeness of students in practicing Arabic and helping to construct the knowledge they have obtained (Priyono 2023). Nasution and Zulheddi (2018: 121-144) reinforce that constructivism theory focuses on building students' thoughts and experiences in the form of learning outcomes. As a form of activity and creativity. Besides that, the activity of making Arabic conversation videos is a manifestation of the principles of constructivism theory, making constructivist language classes active in practicing language and growing students' self-confidence that they are capable in speaking Arabic and making students motivated and confident to try using Arabic (Fachrurrozi, 2018: 82). In this way, we can see that Arabic speaking skills learning with a constructivist approach can make students active in building their thoughts, active in practicing Arabic in their social interactions and making students creative in making learning products as a concrete form of learning outcomes.

CONCLUSIONS

From the research that has been done, researcher can conclude several important points; first, Setting the class in Arabic speaking skills learning with the perspective of constructivism theory in Arabic language education of IAI Al-Qodiri Jember class using the lecturer arranging the chairs in the class in groups. So, students can interact actively by practicing Arabic communication with group mates. Group class arrangements can also help each individual's thinking in constructing knowledge gained from dialogue and social interaction. Second, the process of learning Arabic with a constructivist approach consists of three main activities; planning by making semester lecture plans, followed by implementing Arabic speaking skills learning by paying attention to constructivism and evaluation principles by correcting the results of the Arabic speaking skills concept that students make, and providing feedback as a basis for improving assignments for students and providing language input for students, so that their knowledge construction process becomes more maximal. Third, the product produced by students in this lecture is a language conversation video as a concrete form of the construct results of students' thoughts about the Arabic conversation concepts they make. As well as a form of student activity and creativity in developing their knowledge.

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