



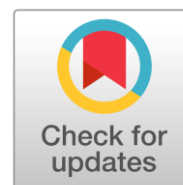
Alsuna: Journal of Arabic and English Language

Vol. 7 No. 2 Nov 2024

The Effectiveness of Discovery Learning for Improving Speaking Skills of Arabic Language Education Students Islamic University of Malang

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Abstract

Purpose - This study aims to describe and determine the effectiveness of speaking skill learning outcomes with the use of discovery learning models for Arabic language education students at the Islamic University of Malang. The discovery learning model is an activity that involves all students' abilities to search, examine and investigate systematically, critically, and logically so that they can build their own knowledge, attitudes and skills.

Design/methodology/approach - The research method used is pre-experiment design with one group pretest and post-test design. The data analysis used uses inferential statistics with the help of the SPSS 25 program. The data collection techniques used are observation, tests and documentation.

Findings/results - The results showed the effectiveness of learning speaking skill with the discovery learning model. Then in the learning stages using the discovery learning model including the stages of providing stimulus, identification of the problem, data collection, data processing, proof and conclusion.

The effectiveness value based on the calculation of SPSS analysis shows the one sample T-test Sig (2-tailed) value of $0.000 < 0.05$ or the calculated t value of $8.813 > t$ table 1.7.

Originality/value - This research has implications for improving speaking skills of Arabic language by discovery learning.

Paper type - Research paper

Keywords: Effectiveness, Discovery Learning, Arabic Speaking Skill.

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Introduction

Discovery learning is an independent and active learning model (Hartini, 2023). Where this model provides stimulation and stimulus to students towards an activity that can develop the ability of students through identification, discovery and investigation of a concept of learning material, so that students gain knowledge with their own findings (Ardyansyah, 2020).

In the context of learning Arabic language student behavior, to achieve the learning objectives of Arabic speaking skills certainly requires a method and learning model that is active, critical and innovative (Makruf & Anisatul Barokah, 2020). With the presence of a model, of course the teacher will be easier to achieve these goals. (Umi Machmudah, 2022). The model applied should have an orientation to real experience and the active role of students in learning (Neneng Gusnidar, 2020).

Arabic language learning in maharah kalam with the discovery learning model is a learning activity that finds a pattern and concept through active, creative and innovative activities by students through observation and experimentation so as to achieve a goal (Muhamad Fidri, 2024). The discovery learning model also emphasizes learning activities to students (Arif Widodo, 2021). The teacher provides stimuli and stimuli then the students are active in identifying problems, collecting data then drawing a conclusion on what they understand (Suarjana, 2017). Thus, the Arabic learning process becomes creative, active and not boring.

In Arabic language learning, there are 4 skills that must be mastered by both the teacher as the main actor in education and the students. The four skills include: listening skills, speaking skills, reading skills and writing skills (Arifianto, 2021). Speaking skill is one type of

language proficiency that requires habits and continuous practice (Vivi Aprilia, 2022). Mastery of speaking skill is considered very important because in speaking skill activities, students are expected to be able to master vocabulary and grammatical structures (grammatical) and then be able to express their intentions and goals to the interlocutor (Harum & Masitoh, 2023).

Speaking skills are a reciprocal activity between individuals and individuals or between individuals and groups (Meri Fajrin, 2020). In Arabic speaking skills, this activity focuses on providing information on what is conveyed and how someone is able to respond to that information (Fathul Maujud, 2017). Information transfer activities are said to be successful if there is a reciprocal process and there is real action related to the purpose of the information conveyed (Bela Noviana, 2023). So mastery of Arabic speaking skills starts from habituation of thinking, identifying problems and practicing to express answers orally (Aminah, 2020).

Based on the observations of researchers in the field, some students look less confident and shy in expressing their ideas, expressions and opinions using Arabic. They tend to look stiff, tense. There is also a mistake in the grammar of linguistic rules when conveying an expression or conversation.

Some research related to the discovery learning model in Arabic language learning has also been conducted by (Ardyansyah, 2020) and friends, with the title of the effectiveness of the application of the discovery learning method in imla learning. The results showed that the discovery learning method of Imla learning mentioned very effective on the results of student learning scores. Then research by (Dwi Septia Kari, 2022) entitled Validity of the Discovery Learning Model to Improve Students' Creative Thinking Skills. This study shows the results that the development of learning tools in the form of a syllabus, Learning Implementation Plan (RPP), teaching materials to student work instruments in learning with the discovery learning model to improve students' creative thinking skills is valid for use in school learning. Then the article entitled Discovery Learning Model in Learning Reading Skills Madrasah Aliyah Al-UMM: Analysis of Implementation and Student Response by (Bela Noviana, 2023). The results of this study describe the learning process with discovery learning. In its application, the steps that must be applied include: providing suggestions, identifying problems, collecting data, then processing data and proving and generalizing. Then the next result states that the application of the discovery learning model can train students in independence, cooperation and self-confidence.

This research needs to be done considering that Arabic language skills in maharah kalam are important abilities to master and this is one of the most difficult competencies for

non-Arabic learners to achieve (Yaqub, 2012) including at the level of students in higher education (Bariyah K, 2019). This statement is also based on the results of observations and observations of researchers in the classroom which illustrate that their ability to answer questions is still visible hesitation and lack of courage to say what they think in answering what questions are asked.

Departing from this background, this study tries to answer how much influence the use of the discovery learning model has on Arabic speaking ability in students of the Arabic Language Education (PBA) study program at the Islamic University of Malang (UNISMA) in the 2023/2024 academic year.

Method

This research includes quantitative research. The method used is experimentation. Sugiyono states that the experimental research method is an approach used to determine a certain effect on others in conditions that can be controlled (Sugiyono, 2010). Then this type of research is a pre experiment design with one group pretest and posttest design. Data collection techniques used were tests and documentation. The research place was held at the Islamic University of Malang (UNISMA) in the Arabic Language Education (PBA) study program and the object of research was all Arabic Language Education study program students in the 2023/2024 academic year as many as 26 people.

Research with one group pretest posttest design (Rohani et al., 2015), namely the initial data collection activities through a test at the beginning called the pretest (O_1), after which a treatment is given in the form of a discovery learning model and will be given a test again in the form of a posttest (O_2) which then becomes the main data in this study. This research was conducted through several procedures, namely making preparations in research, entering the field, participating in learning activities, collecting data then analyzing the data then finally drawing conclusions (Moelong, 2017). The data analysis technique used in this research is the inferential statistical testing technique with the help of the SPSS 25 program.

Before conducting hypothesis testing, researchers first conducted a normality test with prerequisites. For this test, the Kolmogorow Smirnov and Shapiro Wilk tests were used using a significance level of 5% or 0.05, with the conditions:

If $P\text{value} > \alpha = 0.05$ then the distribution is normal.

If $P\text{value} < \alpha = 0.05$ then the distribution is abnormal.

Result and Discussion

Discovery Learning Model

Learning is an activity that lasts throughout life. Learning is an activity that has complex values. This activity involves the five human senses, abilities, skills, knowledge and experience. The learning process has a very important meaning for individuals because it has a noble goal, namely to have new knowledge and skills (Dita, Ayu Wulandari, 2019). This is as said by Harold Spears *“learning is Observe, learning is how to read, to imitate, to try something themselves, to listen, to follow direction”* (Nyanyu, Khodijah, 2014).

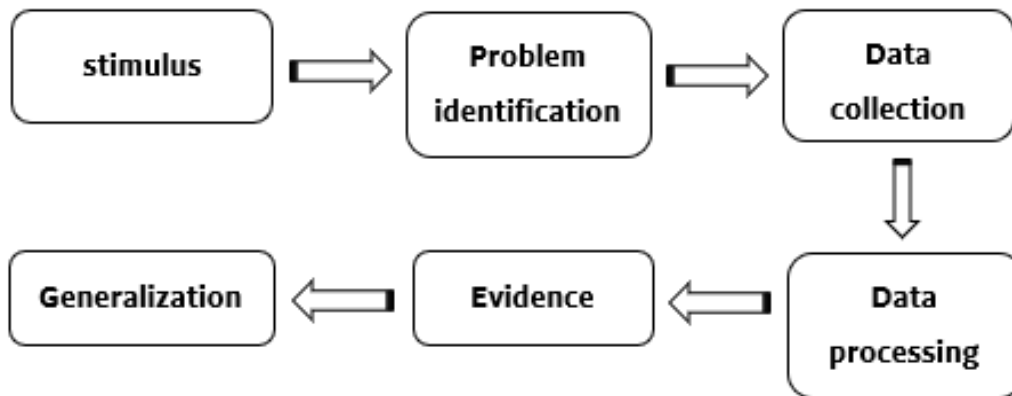
In learning activities, internal and external aspects certainly greatly affect how learning outcomes will be achieved. For example, the use of learning methods and models is very influential in achieving learning objectives. Of the many learning models available, learning with the discovery learning model is one model that emphasizes individual and group activities in finding, searching and compiling pattern structures so as to be able to solve a problem that exists in learning activities.

Learning with the discovery learning model in Arabic language learning provides a new direction in learning activities. Because Arabic language learning has complex elements and competencies (Muna, Fauzul, 2019). In learning Arabic there are four skills to be achieved, namely, listening ability, reading ability, speaking ability and writing ability.

The discovery learning model is a process of learning activities that involves all students' abilities to search, examine and investigate systematically, critically, and logically so that they can find their own knowledge, attitudes and skills as a form of behavior change (Prilliza, 2020). Then according to Oemar Hamalik (Fauzul Muna, 2019) states that discovery is a learning activity that involves the intellectual mentality of students in solving various problems faced, so that they are able to find new knowledge concepts. The role of the teacher in the classroom pays more attention to the growth, cognitive development and creativity of students. In this case the teacher has a role as a motivator, facilitator, and learning manager. This kind of learning process is often referred to as student-centered (Akbar, 2018).

With the discovery learning model that provides more activities for students to learn to search and find a problem, especially in Arabic language learning takes place by providing stimuli or stimuli that can encourage educators to get involved and participate in learning activities and the role of educators is more as a guide and facilitator (Supardi, 2013).

Chart 1. Steps in Discovery Learning



Discovery Learning Process on Speaking Skill

In the implementation of Arabic language learning in speaking skills using the discovery learning model includes several focuses, namely in providing stimuli or stimuli, explaining a problem, collecting and collecting data, managing data and drawing a conclusion (Susmiati, 2020). To achieve learning objectives in Arabic speaking skills at the student level, researchers in applying this approach are carried out through four stages.

First, exposure or exposure of speaking skill material through providing stimuli in the form of stimulus in the form of examples of several sentences and then providing images related to learning material. Because image media is considered effective in helping educators to achieve the goals of a lesson. At this stage, the researcher invites students to focus on the picture and the teacher's direction. So that the material presented by the educator will be easier to understand. Learning activities of speaking skill with the discovery learning model are oriented to the ability of students to express sounds, words and sentences. Then perfected with the ability to express an idea, knowledge and information through oral language (Ria Meri Fajrin, 2020).

Second, the researcher asked students to make observations and analyze how the concept of the storyline of the picture given. At this stage, the researcher invites students to build the concept of understanding independently so that later from this activity they play an active, innovative and creative role. Students are asked to imagine and then describe the picture and then some of them are asked to convey ideas or ideas from the plot of the picture that has been given. Because it is at this stage that students are able to find the concept of meaning and relationship between images as a whole unit of information.

Third, researchers focus on improving and formulating linguistic rules in conveying ideas and information. In speaking skill learning, of course this part is an important part because

the formulation of linguistic rules is able to provide understanding of information to the interlocutor in conveying ideas and messages. At this stage, researchers and students alike provide improvements and corrections to the errors of the rules of grammatical structure spoken by students. According to Munjiah, he stated that this correction activity trained students to be thorough, careful and brave (Munjiah, 2018). At this stage the researcher also asked several questions to students related to understanding the rules of language and understanding the flow of the picture.

Fourth, drawing conclusions about the learning process in the classroom. At this stage students must pay attention to the value and concept patterns that exist in learning. So that later they can build cognitive abilities independently and hone their creativity. As stated by Sund who explained that discovery learning is a process of real experience experienced by students to be able to adjust and process a concept or theory. The process includes observation, understanding, understanding, classification, interpretation, explanation, measurement and conclusion (Ardyansyah, 2020). This is intended so that maharah kalam learning can be centered on students so that it really provides experience and and spurs the ability of each student to understand and convey learning material.

Assessment Results with the Discovery Learning Model on speaking skills

The following are the students' scores based on the pretest and post-test in learning maharah kalam with discovery learning.

Table 1. Skors Pretest and Post-test

Respondent	Skors	
	Pretest	Post-test
Respondent 01	50.00	75.00
Respondent 02	72.00	88.00
Respondent 03	62.00	75.00
Respondent 04	60.00	78.00
Respondent 05	75.00	81.00
Respondent 06	57.00	79.00
Respondent 07	68.00	80.00
Respondent 08	75.00	91.00
Respondent 09	80.00	85.00

Respondent 10	60.00	79.00
Respondent 11	85.00	90.00
Respondent 12	58.00	75.00
Respondent 13	70.00	81.00
Respondent 14	58.00	70.00
Respondent 15	59.00	75.00
Respondent 16	79.00	91.00
Respondent 17	56.00	75.00
Respondent 18	66.00	90.00
Respondent 19	70.00	77.00
Respondent 20	86.00	90.00
Respondent 21	67.00	75.00
Respondent 22	53.00	75.00
Respondent 23	49.00	77.00
Respondent 24	78.00	86.00
Respondent 25	66.00	74.00
Respondent 26	72.00	85.00

Based on table 1 above, it can be seen that the descriptive statistics of the speaking skill ability score of students of the Arabic Language Education Study Program at Islamic University of Malang semester 2 in 2023/2024 are as follows.

Table 2. Distribution of Descriptive Statistics

Statistical	Statistical Value
Subject	26
Ideal Score	100
Highest Score	91
Lowest Score	70
Average	82.5
Standard Deviation	5.69

Based on table 2 above, it is known that the number of respondents assessed was 26 people, the ideal score was 100, the highest score was 91 and the lowest score was 70 with an average score of 82.5.

Then to see the significance of the discovery learning model on Arabic maharah kalam in UNISMA Arabic language education students, the following hypothesis analysis was carried out:

Ho: There is no effect of using discovery learning model on students' in speaking skill.

Ha: There is an effect of using the discovery learning model on students' in speaking skill.

The results of the calculation through SPSS version 25 show the results where Ho is rejected and Ha is accepted with the result that there is a significant difference in the value of maharah kalam before and after the application of the discovery learning model. This is evidenced by the results of the paired t-test which shows sig. value 2 is <0.00, which is smaller than the value of 0.05.

Table 3. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest discovery learning	.098	26	.200*	.977	26	.813
posttest discovery learning	.102	26	.200*	.954	26	.282

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table above, the significance value of the discovery learning pretest count table is 0.813 and the significance value of the posttest count table is 0.282. The value is greater than the normal significance value of 0.05. So, it can be concluded that the students' Arabic maharah kalam ability before and after applying the discovery learning method is normally distributed.

Table 4. Paired Sample T-Sample Test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest discovery learning - posttest discovery learning	-11.92308	6.89883	1.35297	-14.70957	-9.13658	-8.813	25	.000

Based on table 2 of the paired t-test results above, it can be explained as follows. The t table value with a free degree of 25 with a significance of 0.05 (5%) is 1.7. The basis for decision making on the proposed hypothesis is if the sig value. 2 <0.05 then Ho is rejected. It

can be seen from the table, the sig.2 value is <0.00 where the t value is $8.813 > 0.05$, so H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant difference in the ability of maharah kalam Arabic language students before and after the application of the discovery learning model.

Learning with the discovery learning model in maharah kalam is part of learning that has positive implications for students of the Arabic Language Education Study Program at the Islamic University of Malang. This model is able to help improve students' abilities in the Maharah Kalam course. In the implementation of learning, it can create an active, interactive and fun atmosphere for students.

Conclusion

Discovery learning is a new form of innovation in learning Arabic speaking skill. This model is learner-centered. Students as subjects and objects in learning. They develop their basic skills as much as possible, thus requiring students to play an active role in the process of learning activities. In this method, students are invited to understand concepts in order to find a final conclusion. Therefore, students will solve a problem either independently or in groups under or without guidance from the teacher.

There is significance in learning Arabic speaking skill by using the discovery learning model for students of the Arabic language education study program at the Islamic University of Malang in the 2023/2024 academic year. Learning with the Discovery Learning model is also able to make students active in conveying opinions, ideas, information. The results of hypothesis testing based on statistical tests with one sample T-test Sig (2-tailed) value of $0.000 < 0.05$ or t value $8.813 > t$ table 1.7. So, there is a difference in speaking skill ability after the application of the Discovery Learning model.

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