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## **IMPLEMENTATION OF ARABIC AND ENGLISH LEARNING TO IMPROVE THE SPEAKING SKILLS OF FEMALE STUDENTS AT *NURUS SALAFIYAH* ISLAMIC BOARDING SCHOOL PROBOLINGGO CITY**

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### **Abstrak**

Implementation of Arabic and English learning as a solution to improve female students' speaking skills has the aim of developing female students' skills in Arabic and English. So that female students can have knowledge of language that can be used according to Arabic and English rules. Nurus Salafiyah Islamic Boarding School has provided various kinds of knowledge about learning Arabic and English so that its female students become language role models and have improved language skills. This research was written using a qualitative research method with a descriptive approach that explains learning Arabic and English to enhance the skills of female students at the Female Nurus Salafiyah Islamic boarding school, in Probolinggo city. Based on the results of an analysis of this research, the Implementation of learning Arabic and English is an essential foundation for improving language skills and providing knowledge about language through the correct learning of Arabic and English rules. Arabic and English education, which is the process of female students receiving knowledge, comes from implementing their learning and facilitators who always provide motivation and learning to the female students at the Female Nurus Salafiyah Islamic boarding school, Probolinggo City. This shapes the students' personalities to continue to develop in improving their language skills in various aspects of science which are all related to Arabic and English.

**Key words:** Arabic and English Learning; Arabic and English Speaking Skills; Arabic and English Education

### **INTRODUCTION**

Humans have several talents within themselves, namely speaking skills, therefore a group of humans use language as a means of communication. Language is one of the most important things for all humans in living life and all forms of activities (Sanah,



Odang, & Lutfiyani, 2022). As a social creature who essentially cannot live alone and of course, needs other people to ask for help from each other, language is one of the skills that must be possessed to fulfill the interaction and communication goals of everyone around him. For ease in conveying everything with its aims and objectives by speaking using language that other people can understand. Then from language, a person can easily ask for help and assistance so whether a person's activities are fluent or not can be one of the things that can be determined by his ability in language.

Arabic and English are highly recognized as the languages of the Koran and therefore have problems within the language teaching field, it is necessary to be able to find some good and appropriate solutions in the learning process. Regarding the problem of learning Arabic and English, the most important thing to pay attention to is the teacher's seriousness in teaching and the student's seriousness in learning both in the classroom and outside the classroom (Mandzur, nd). Being serious about learning Arabic and English, can bring understanding to the female students of *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo City 2. Then, in the learning process, it cannot be done with an attitude of compulsion and following the structure of a curriculum so that creative freedom is formed to gain knowledge and skills in the language.

With the various problems that occur in language skills, maximum and full efforts are needed to build Arabic and English language education. Improving language is not easy, even though we have done the best we can, sometimes the results are still far from perfect. Learning Arabic and English are problems faced by female students that can also influence the learning process carried out (Fahrurrozi Aziz, 2014). Therefore, it would be good to have an identification process regarding the problems of learning Arabic and English to get the right solution both academically and non-academically to train female students to use good and correct language skills.

The most basic thing in language activities is the pronunciation of the sound of each letter or articulation. Language learning at *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo City has four interrelated aspects that can be mastered, namely: listening skills, speaking skills, reading skills, and writing skills. However, the aspect taken by researchers regarding speaking skills is one of the skills that students must master.

Therefore, the language process is one of the main foundations for students to develop potential in their academic abilities. Arabic and English also have an important role in a social community that has now entered the era of globalization and the world of information (Pewangi, 2017).

Things related to Arabic and English are not just for one's benefit but for social interactions between people and even all corners of the world. Therefore, Arabic and English play an important role as a means of communication at the international level. With the learning of Arabic and English, it will become more interesting to learn from various aspects, one of which is through strategies, and methods used to be more innovative and creative in the language skills that will be achieved. This can be realized by the need for an ability in the field of Arabic and English communication. English (Yasin, Fadlurrahman, Sayadi, & Muhammad, 2023). The stigma that a student developing in a public or religious school will learn Arabic and English which are considered complicated where a teacher will look for a method and strategy in learning this.

Then there are three aspects that you want to achieve in the process of learning Arabic and English; first, one of the competencies of each teacher, both in terms of how to speak or pronunciation, language structure, aspects of language theory, and the function of vocabulary and its use. Second, communication competence here requires students who can use Arabic and English appropriately and with good experience easily and using creative ideas. Third, cultural competence, namely understanding several understandings contained in Arabic and English in terms of cultural aspects, art, values, Arabic literature, and the thoughts of famous Arabic and English figures (Soleh, 2011). Therefore, the competencies described above can help female students understand more about education and the process of learning Arabic and English.

Various kinds of problems in learning Arabic and English often occur because there is a lack of concern about their Implementation so daily life and the knowledge gained are less balanced for female students. And the Implementation of a method that occurs in class is sometimes boring and lacks variety so it can make female students feel bored and have difficulty understanding Arabic and English language learning. The many learning media to support this can certainly be an alternative for improving language skills (Nurjana, 2022). Then Islamic educational institutions must also be able to

achieve goals in terms of improving female students' learning so that it is easy to create a foundation or forum for developing the hidden talents of female students so that they can be applied and channeled academically and non-academicly.

Based on the explanation of this background, we can conclude that it is very important for us as an improvement in language which is closely related to the potential or talent of female students in an Islamic educational institution, namely Islamic boarding schools, therefore researchers are very interested in discussing research with the title "Implementation of Arabic language learning to improve language skills in *Nurus Salafiyah* Islamic boarding schools. Putri Kota Probolinggo" to find out and learn how to apply language activities both in the classroom and outside the classroom to develop their knowledge in language attitudes in the dormitory or classroom environment. And supported by educators at the boarding school to carry out the process of learning Arabic and English.

## **Research methods**

In this research, the researcher used a qualitative method, as researchers who use qualitative methods aim to observe an object naturally. The location where the researchers collected data was *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo City. Researchers took samples of observations and interviews with boarding school teachers and female students to become research subjects. After that, the data that has been collected will be analyzed using qualitative data analysis techniques using the Miles and Huberman research model (Adlini, Dinda, Yulinda, Chotimah, & Merliyana, 2022) with several activities that include data collection, data reduction, data display, and conclusion. one of them is as follows:

Data collection or what is known as data collection. Data obtained from the field is put together in the form of narrative notes, namely through interviews and observations. Researchers have reduced the data or the same as summarizing, adjusting the main things to be written, and focusing on important things, especially to answer all problem formulations. So the data that the researcher has summarized will provide a very clear picture to make it easier to answer some of the problem formulations related to the implementation of Arabic and English language education.

Data reduction can also be called data reduction. Data reduction means the process of summarizing or collecting data that has been obtained to take and write down only the important points. Because the data obtained is quite large, the researcher must classify some information that is appropriate to the research focus and not include data that is not needed. The researcher has presented the data and combined data from several

respondents who have been interviewed and then presented it in the form of short descriptions which make it easier for the researcher to read and understand the data collected as necessary as well as relating to the discussion of the researcher's problem, namely the Implementation of Arabic and English language education.

Presentation of data in qualitative research, data is not presented in numbers. However, the data is presented in the form of narrative text originating from field notes. In research, the data that has been collected and reduced by the researcher is presented in the form of narrative text to describe the Implementation of Arabic and English language education.

Make conclusions (conclusion). Researchers have collected data and then reduced it to form a conclusion to answer the problem formulation in this research. However, if the conclusions put forward in the first stage are supported by valid and consistent evidence when the researcher is free to collect data, then the conclusions put forward become credible (Tasya Awlia, 2020). So after the researcher has searched, reduced, and displayed data regarding the Implementation of Arabic and English language education, they will then provide conclusions from the data that has been displayed.

The type of triangulation that researchers used in this research was a type of triangulation based on the data source. Data source triangulation aims to test the credibility of the data by checking data that has been obtained through several sources. Through several sources such as conducting interviews observations, and written documents. The triangulation that will be carried out is by using a type of source triangulation and triangulation. Data collection techniques obtained through observation, interviews, and documentation so that it can be concluded below can represent everything (Paper, Guzman, Oktarina, & Sugiyono, 2018).

## **Results**

### **Implementation of Arabic and English learning at *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo city**

The essence of the process of learning Arabic and English refers to a process of gaining knowledge, skills, and understanding of Arabic and English both in several oral aspects, then listening and speaking, writing, and other linguistic structures (Husna et al., 2021). By implementing Arabic language learning, the goal is to be able to communicate so that you become a linguist, then the language is often associated with culture or literature which has an extensive history. With this, language can help the learning process which is assigned to understanding aspects of Arabic culture, literature, history, and traditions.

Arabic and English learning activities emphasize language skills, namely listening, speaking, reading, and writing. The ability to understand all forms of other people's speech is the same as receptive ability which can be used to understand all kinds of

reading. Productive ability is the ability to use language as a means of communication verbally or in writing (Sudaryanto, Hermanto, & Gustiani, 2019). One of the goals of learning Arabic and English is for female students to master the 4 aspects mentioned above to achieve a language rating that is by their competence.

Speaking Skills	Activity	Results
Maharatul Kalam	Great Speech	One form of side activity shows that there are various kinds of activities For developing speaking skills is very diverse.
	Classroom learning	

	Queen of Languages	<p>There are several extracurricular activities which improve Languagefe male students because of these activities requiredus es official Arabic and English.</p>
	Part LanguageCenter	<p>Then learning in the classroom must also be implemented An dusing Arabic and English so that female students can practice and understand the lessons taught in class.</p> <p>All forms of activities, learning and the surrounding environment applyspeaki ng skills which female students can apply in their daily activities.</p>

The form of learning facilities can become a problem if they are not conducive and can influence the results of achieving Arabic language learning outcomes. On the other hand, if the atmosphere is supportive and fun, it can make female students feel at home studying in the classroom and will produce maximum learning results. Professional and competent teachers will be a problem or problematic in learning Arabic and English. With the role of educator, a teacher's competency can be seen from a professional, personality, and social perspective. The problem is that many language teachers do not have a language teacher educational background but only know Arabic and English. One form of method

## **Learning that is used appropriately can produce values and understanding too.**

In the end, there is an appropriate presentation of data on language skills programs and activities at the Female *Nurus Salafiyah* Islamic Boarding School, Probolinggo City. It can be seen that one of the approaches used uses a communicative approach from sharing aspects and can also use a direct method where educators use practical Arabic language familiarization techniques and English in daily activities and life both in the classroom and outside the classroom (Muhammad Khoirul Muttaqien, 2021). Based on several approaches, methods, and techniques used, several learning models are applied to develop students' Arabic and English language skills with soft skills and hard skills (Fakhrurrazi, 2018).

A form of Arabic and English language education is one of the materials or activities taught at *Nurus Salafiyah* Islamic Boarding School to improve students' language skills through various aspects. Then, after making direct observations in the field, the researchers found several unique things about the teachers and activities applied at *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo City, campus 2, one of which included:

### **Learning Arabic and English in the Classroom**

In this activity, the female students of *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo 2 City carry out the learning process every day in the classroom with the teaching ustadzah or homeroom teacher where they are taught materials that support Arabic and English language education and of course using Arabic and English (Yusuf, 2019). The ustadzahs who teach Arabic and English will explain directly using Arabic and English so that the female students understand better and can learn about Arabic and English education.

Then in teaching Arabic and English in class, several lessons become one of the references for santriwati to be able to improve their language: a) Nahwu, b) Shorof, c) Balaghah, and d) Mutholaah. English that can be mastered.

Therefore, the Darussalam modern boarding house, *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo city applies learning and mastery of Arabic and English and the female students are always provided with various kinds of knowledge according to the good and correct order of Arabic and English (Majid, 2011). The use of Arabic and English has become a tradition in developing language skills both in the classroom and outside the classroom. With this, apart from learning tool knowledge, female students are also taught to use or familiarize students with



language actively in activities and conversations in the dormitory environment every day (Masturoh & Mahmudi, 2023).

### **Learning Arabic and English outside of Class**

The learning process outside the classroom is mostly carried out by female students, where with various kinds of activities, female students can learn their language skills. One of the main objectives of holding activities outside the classroom, is can achieve in-depth knowledge for female students (Putri, 2022). One of the factors regarding language in particular is that female students are the object of an educational process, so their motivation and will must be maximized properly and correctly.

In essence, the main goal in the educational process is to be able to teach female students and change them in a better direction, both in terms of soft skills and hard skills. If these abilities are not achieved perfectly then it can be said that the educational objectives provided have failed. There are other things related to the strategic efforts of several Islamic educational institutions to improve the quality of education so that female students do not become victims of educators. Because there is insensitivity to the desires and abilities of female students in the learning process or when female students are outside the classroom (Rohendi, 2009).

In the context of implementing Arabic and English learning, various terms are appropriate and relevant to the implementation and approaches used to teach or learn Arabic and English. The learning approach uses a learning method for the use of language in communicative and practical situations. The various approaches that have been presented are approaches, methods, and strategies that can be used in teaching or studying Arabic and English in both formal and informal contexts. This aims to increase the effectiveness and success of learning Arabic and English for female students also known as students.

### **Discussion**

Based on the analysis above, it can be seen that learning Arabic and English comes from various aspects and is facilitated by educators such as ustadz and ustadzah who teach at one of the Female *Nurus Salafiyah* Islamic Boarding Schools in the city of Probolinggo. With these things, you can develop language skills by the language environment that has been taught at *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo City 2. Because the main goal of the educational process implemented

at *Nurus Salafiyah* Islamic Boarding School is to learn Arabic and English in terms of soft skills. And hard skills.

The process of improving language skills at the modern Darussalam Islamic boarding school, *Nurus Salafiyah* Islamic Boarding School, such as the same as or the same as in other educational institutions, the aim is to provide opportunities for female students to be more competent and appropriate in communicating, understand, and use Arabic and English language delivery effectively in their daily activities and life as well as within the scope of formal education. them (Pewangi, 2017). In applying the language, *Nurus Salafiyah* Islamic Boarding School has various unique things that sometimes cannot be found in other Islamic boarding schools. One of them is the existence of activities such as grand speech competitions and queen of language where female students compete and play an important role in the process of improving their language in every aspect.

Arabic and English learning activities will run according to plan and be structured if available support through several interesting learning media. Then, from the results of interviews and observations regarding speaking skills carried out at the Female *Nurus Salafiyah* Islamic Boarding School, Probolinggo city, it appears that there are many things and activities that refer to language skills from various aspects, and the *Nurus Salafiyah* Islamic Boarding School teaches them. Therefore, *Nurus Salafiyah* Islamic Boarding School instills a proverb, namely that what we hear, feel and see is education (Muriyatmoko, Pradhana, & Musyafa', 2019). Because some of the ustadzah who teach also motivate female students through several materials and activities in class.

Many learning activities can grow or improve language skills at *Nurus Salafiyah* Islamic Boarding School, one of which is small things such as the existence of taujihad which uses Arabic and English, then in their daily lives, female students are required to speak in English. Those who violate them will be subject to sanctions by the language department administrators. In the principles of Arabic and English, teaching Arabic and English according to the rules is teaching a development that is now experienced by humans in accordance with their respective potential, where children will begin their learning and knowledge by listening and paying attention to objects. Then imitated this (Syamsu, 2018).

Therefore, this can show an ability to listen, listen because this learning must be applied first, and then after that.

Imitate speech and other aspects such as reading and writing. Some lessons in speaking and imitation skills are as follows:

Students are taught to pronounce some single letters that are easy and familiar, then trained with long sign letters, and then trained more quickly. Etc.

Second, encourage students to listen and pronounce several letters or words and imitate a stop and short itinerary during the learning process.

The process of teaching the structure of a sentence requires a process or knowledge of the structure of nahwu and Sharaf sentences. To teach a sentence or number, it is better for a teacher to memorize texts that are filled with simple sentence structures and in accordance with the correct and appropriate structure. Therefore, Arabic and English teachers can use sentences that can be understood by female students and include long sentences (Rosyidi, nd).

The role of the tutor or homeroom teacher is also an important influence in the continuity of students' activities. In language learning, Ustadzah educators at *Nurus Salafiyah* Islamic Boarding School act as facilitators for their students. Then the individual section who knows the purpose or direction of the teaching process, and coordinates student activities. It is not lost on students that during the day they interact with the ustadzah, such as in class, in the afternoon and evening when they are required to study together and submit what they have memorized to their homeroom teacher. This does not rule out the possibility that students can train their thinking power and language potential which can be taught using various ways and by the rules that have been taught.

A learning activity presented at *Nurus Salafiyah* Islamic Boarding School requires to use of one of the teaching materials that follows the kuliyyatul mu'alimat al-Islamiyah curriculum which is used as a reference for the learning process (Ulfa & Saifuddin, 2018). With several teaching material books that can be used as learning activities for the use of language in a communication context, female students are required to study Arabic and English books which have been explained by the class material provided. These teaching materials can help present the direct objectives of a teaching and learning process that can be used. Therefore, the problem of learning Arabic and English that must be addressed is the seriousness of female students in the classroom or outside the classroom.

## **Conclusion**

In essence, learning Arabic and English education is to improve skills in language at *Nurus Salafiyah* Islamic Boarding School Putri, Probolinggo city is very effective and has various variations in presenting language knowledge from all aspects. The real results of learning Arabic and English include learning in the classroom and outside

the classroom by the students' needs to improve their learning skills. Arabic and English learning activities become more interesting and in line with the scope of knowledge provided in daily activities. In an obstacle to female students speaking, there needs to be an important role such as talent, interest, and motivation from the teacher and the female students' abilities which are internal factors. Speaking skills are also a reference for producing quality alumni to develop language and take part in society.

Then, based on the explanation that has been explained above, the results of this research conclude that learning Arabic and English is a learning that always emphasizes language skills, namely the 4 aspects of listening, speaking, reading, and writing. The Female *Nurus Salafiyah* Islamic Boarding School in the city of Probolinggo has become a foundation for seeking knowledge and Arabic and English where all educators have an important role in improving the language skills of all female students. The learning process is carried out using several methods that suit the capacity of the female students, where the learning model taught influences the student's grades and learning outcomes.

The Implementation of learning Arabic and English to improve a skill is carried out properly and appropriately in one of the Female *Nurus Salafiyah* Islamic Boarding Schools in the city of Probolinggo, where female students are educated to be more skilled in doing things and take part in many activities related to competitions or language improvement, where the main objective is to educate them in the context of applying language. Becoming a versatile female student is not just about studying. This has become a lesson that *Nurus Salafiyah* Islamic Boarding School always teaches its female students to create Muslim cadres who have their talents in realizing their dreams in the future.

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