

Developing Teaching Aids For The Arabic Language Book In Reading Skill On PowerPoint Android

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**Developing Teaching Aids For The Arabic Language Book
In Reading Skill On PowerPoint Android**

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Abstract

The Arabic language is difficult for non-Ar³ students, especially for reading Arabic texts. This study aims to develop and produce teaching aids for the Arabic Language book in reading skills on PowerPoint Android programs for the ninth-grade preparatory school and show the effectiveness of its implementation using the qualitative and quantitative approaches. Data collection¹⁵ using tests and student observations. The researcher used Borg and Gall's proposed research and development (R&D). The effectiveness of this method is obtained from the development of students' Arabi² text reading skills visible after using the Android PowerPoint. The result indicates progress in their language ability, basically in reading skills. These teaching aids are attractive and exciting PowerPoint Android programs and help students learn Arabic. Especially reading Arabic, appropriate material, exercises, and teaching methods are chosen to have an essential role in the education process, and it is the most excellent helper in facilitating and clarifying problems in lessons and paying attention to the needs of students and teachers. Hence, the researcher saw that the developed methods are practical, easy, and exciting in the educational process.

Keywords: Teaching Aids; Reading Skill; PowerPoint Android Program

INTRODUCTION

Arabic is one of the seven languages spoken worldwide; therefore, many other than native Arabic speakers study Arabic in official or non-official institutions (Izzan, 2009: 44). To preserve their religion and Islamic heritage, schools, universities, and institutes were interested in teaching Arabic to their children. So they were interested in teaching Arabic and its sciences, including Arabic language lessons, conversation, archives, the Qur'an, hadith, and their sciences (Hitti, 2002: 512). It has become clear to us that learning the Arabic language is one of the necessary matters, especially for every Muslim, to understand the Qur'an and what it contains because it is part of the religion of Islam.

Learning a foreign language is not easy (Pimada, Toba, & Rasyidi, 2020). Still, with research and study, it is possible to reach several ways to teach the language in a short time and with reasonable effort (Coppersmith, Leary, Crutchley, & Fine, 2018). The teacher is of great importance in the educational process (Gall, Gall, & Borg, 2003) to help his students define and formulate their goals Procedural formulation, then identify the problems that arouse their interests (Wijnia, Loyens, & Rikers, 2019).

The Arabic language is one of the lessons that needs a successful teacher who can take over the class (Ahmadi & Ilmiani, 2020) and by using educational means to develop students' love for the Arabic language so that they want to continue the lesson.

(AlGhamdi, 2018). Many ways have emerged to teach Arabic to non-native speakers, integrating basic linguistic communication skills: listening, speaking, reading, and writing. And between these skills are interrelationships, which are clarified by this statement (Al-Athwary & Lasloun, 2021): Listening and speaking are combined by sound if both represent the vocal skills that the individual has when directly communicating with others (Baoumy, 2018). Reading and writing transcend time limits and return to space when sharing with others (Hasibuan, 2018). Listening and reading are a source of experience; if they are reception skills, the individual has no choice in building material - even in communicating with it sometimes (Thaer Yousef Oudeh, 2021). Speaking and writing here are called production or creativity skills, and one of these two skills. It also influences others (the listener or the reader) (an-Najjar & Abd al-Qadir, 2021).

Madrasah I'dadiyah Muhammadiyah Tempurrejo uses the Arabic language book (Bahasa Arab) based on the printing of (PT Putra Nugraha). Teaching may proceed through questioning, [1] or acting, then reading, grammar, and a process that aims to know the students' ability. According to the content standard (Standard Isi) set by the government. [2] But students feel difficult to read and understand the Arabic article and read the questions in the exercises for all the chapters in the Arabic language lesson (Fiki Anggara, 2020).

Through the previous characteristics, the teacher made a great effort, especially in this lesson (Abdullah & Rini, 2020). It is known that every teacher needs teaching skills (Iskandarwassid & Suradjar, 2015: 157) and good teaching aids (Irmayani, Wardiah, & Kristiawan, 2018). Teaching aids are necessary because they help the teacher clarify information and ideas, remove ambiguity, and help him obtain a variety of experiences to achieve the integrated goals included in the school curriculum from the school's decisions (Pali & Tafazoli, 2021). Many schools have used technology to help teaching and learning, such as the OverHead Projector, PowerPoint, and Laman Internet (Ariani & Haryanto, 2010: 88). The researchers chose the Android PowerPoint program because it is part of the visual teaching aids and Microsoft PowerPoint. It is one of the best tools in Microsoft Corporation and the most widely used today due to its many features and ease of use (Oranburg, 2020).

Hence, the researcher wanted to search for the development of educational aids based on the PowerPoint Android program for the Arabic language book on reading skills for the ninth grade. In addition to the fact that the PowerPoint program in teaching language using it contains many visual, kinetic, and color effects that can be added to any slide to attract students' attention and face them towards the lesson.

Previous studies related to the topic are the research of Sayed Ahmed Farooq Abdullah. He presented the design of the teaching aids for the book "Dorsal of the Arabic Language" based on the PowerPoint program to improve students' competence. It was also enhancing their understanding of the Arabic language lessons at Dar es Salaam Kontor Institute. The research results are that these educational tools based on the PowerPoint program effectively prove students' efficiency and understanding of Arabic language lessons. They help improve students' competence and knowledge of Arabic language

lessons (A4dullah & Rini, 2020). The second is the research of Zohra Yasin, who presented that the students taught using multimedia PowerPoint in Arabic learning had high learning motivation, and those taught without multimedia had low learning motivation. It shows that Arabic teachers should be able to utilize the learning multimedia to improve students' learning motivation so the learning purpose can be achieved because it is proven that using multia (Yasin, Anwar, & Luneto, 2021). And the third is for Elvia Susanti, who showed that the students taught using multimedia PowerPoint in Arabic learning had high learning motivation, and those taught without multimedia had low learning motivation (Susanti, Ritonga, & Bambang, 2020). Based on the previous search, this research differed from the research that the researcher wanted to create teaching aids for the Arabic language book to develop the reading skill for the ninth-grade students, based on the PowerPoint Android For The Ninth Grade At Madrasah I'dadiyah Muhammadiyah Tempurrejo, Indonesia

METHOD

The researcher designs this research by choosing the research and development method used to obtain a specific production, know the effectiveness of its implementation, and verify its validity for scholars (Darmadi, 2011: 6). The R&D approach presented by Sugiyono at Borg and Gall is the process used to develop and validate educational production (Sugiyono, 2015: 29); the course is to design a new product based on a preliminary study and then test and evaluate the effect (Gall, 2003: 569–570). This research proceeds towards comparing the students' results before using the developed educational aids and their results after using the developed teaching aids. The research and development approach from the practical design method contains the study result related to the product to be developed, then the product development. The field test in place: The researcher wanted to implement this product and then refine to fix the defects found when testing to get an effective result (Sugiyono, 2011: 327–330). Based on this concept, the research and development curriculum consists of four activities: research, planning, design, and testing (Sugiyono, 2015: 29). The researcher used the fourth layer of the research and development approach: research in designing and testing the new product. This approach follows the following steps (2015: 271): 1) Conducting research and collecting data and information. 2) Planning. 3) Teaching aids design. 4) Interview with experts. 5) Improving teaching aids based on the interview results with experts. 6) the First experiment with teaching aids in a small community group. 7) Improving teaching aids based on the results of the experiment. 8) The broader experience of teaching aids. 9) The final improvement of the developed educational aids, and this improvement was made based on the results of its experiment. 10) Execution, presenting its results in a scientific session with experts, publishing it in scientific periodicals, contracting cooperation with the printing house, and monitoring its publication and quality.

The population of this research is the students in Ninth Grade At Madrasah I'dadiyah Muhammadiyah Tempurrejo, and the total number of students in the ninth semester is 65. The researcher used the saturated sample due to the small number of the community (Flick, 2017: 84). The researcher used the Suharsimi method in taking the model, which is if the population is less than a hundred (Suharsimi, 2006: 134). It can be detailed in the first experiment, 25 students, and the second experiment, 40 students. The

researcher used four methods to collect data: written documents, interviews, observation, a questionnaire, and a test (Atmowardoyo, 2018). And four types of data collection tools which are the observation guide on the teaching process in the classroom, the interview guide with experts in the Arabic language, the head of the school, the Arabic language school and the students, their test questions, the validity test, and the reliability test, and questionnaire papers for teachers and students.

The approach in this research is quantitative and qualitative, so the researcher needs to analyze quantitative and qualitative data (Taguchi, 2018). The researcher analyzes the data taken in his latest work to determine the effectiveness of PowerPoint. The critical objective of this analysis is to find out the difference between students' results in the pre-test and the post-test. The statement is: Analyze descriptive qualitative data by converting it into numbers and calculating its percentage in a certain way so that the researcher can determine its attractiveness and relevance, analyzing quantitative data to know the test results. The pre-test and the post-test implement the following matters: descriptive statistical analysis, conditional testing, and inferential testing.

RESULT AND DISCUSSION

The results of this research are based on data presentation and data analysis on the development of teaching aids for the Arabic book in reading skills based on the PowerPoint program for The Ninth Grade At Madrasah I'dadiyah Muhammadiyah Tempurrejo. The exact statement is as follows:

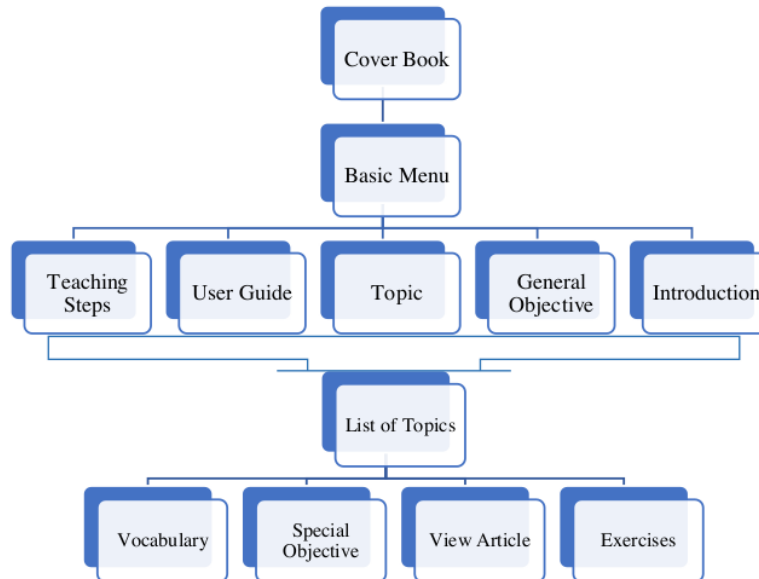
PowerPoint Android

A program is software developed by specific devices, namely: Ispring Suite Max 10is, a device for converting files in Flash format, consisting of animation, images, video, and sounds. The ease of integrating Ispring Suite Max 10 into PowerPoint because Ispring Suite Max 10 runs only with PowerPoint ("E-Learning Tools Indonesia," t.t.). The fifth website (HTML Hypertext Markup Language 5) is the leading technology on the Internet. The fifth Web site (HTML Hypertext Markup Language 5)model has the new feature of creating a World WideWeb (Iqbal, Husni, & Studiawan, 2012). Java is a software program for organizing the Java number and bytecode. Proof of this Java is required to easily install the program based on Android (Dharmawan, Ginting, & Noya, 2017). Apk Web 2 Builder is an Android device to save a device or program in Android. And the development of memorizing these devices such as games, the Internet, the machine, and the administration (Dharmawan, 2017). The educational aids are Android from PowerPoint, Suit Max 10, and Apc Web 2 Builder. Ispring The old teacher in its design, and for the ease of the meds in noticing students when teaching in a modern way in the form of Android PowerPoint (Nadzifah, 2020).

Education in the modern era is not the same as in the past, so educational technologies have an active role in this educational activity's outputs (Chen, Zou, Cheng, & Xie, 2020). From this statement, it became clear that the reason is that the Android PowerPoint program is suitable for developing teaching aids for the Arabic language book to develop reading skills, and the material in the Arabic language contains vocabulary, the reading article, and various exercises. Multiple letters, graphics, and animated texts present the statement excitingly and attractively. The PowerPoint Android program is suitable with the development time that educational technology has made significant progress over the years, and it is easy to carry it anywhere.

The researcher has developed the teaching aids for the Arabic language book in the reading skill based on the PowerPoint Android program in the Phiz Mezey method, and its six-step method is: 1) Script writing is writing to prepare the development of the developed software. This scenario is in the form of flow Charts (Darmawan, 2013: 64)

Sequence images for the preparation of the development of the program developed on the basis of Android PowerPoint



Design storyboards for the cover, introduction, lesson contents, objectives, vocabulary, material, exercises, and conclusion. Writings to clarify the statement about the development of these educational aids in terms of their colors, selected images, sounds, the steps of teaching, and the following information: Colors to clarify the program in terms of its colors, its appropriate images for the subject. In terms of colors, the researcher does not choose colors randomly but instead issues them with different goals and purposes because it is the basis for the program's suspense. In his writing, Abdul Karim Hassan Mohsen said that color is the basis for formulating production in an integrated manner towards appropriate form and structure (Abed El-Kareem, 2012). The selected colors are yellow, orange, red, green, blue, grey, black, and white. As for the pictures, researcher specifies the pictures used to complete and decorate each lesson of the program because they play a major role in teaching language skills and its constituent elements, such as: sounds vocabulary and structures. The teacher can benefit from images in teaching the target language because the image can be used as a substitute for the blackboard drawings in presenting new linguistic situations and explaining vocabulary and structures. The voice in many students is positive. The teaching steps into three steps: introductory, activities, and closing. The detailed statement follows: 1) Tamhid, greeting the students and asking about their conditions, then asking some questions to the students

to bring them to a new topic with linking them to the last lesson. 2) Main activities, Explanation of the words by pronouncing them on the screen, then explaining their meaning and placing them in a useful sentence, then stating the topic in a broader and clearer statement based on the screen. Students read the article on the screen some or all of them in turn, and the teacher asks the students to answer questions related to the topic on the screen. 3) Conclusion, Instructions and sermons, instructions and sermons in different subjects and subject content, and the teacher concludes his teaching with peace.

Presentation of the program to clarify the presentation of the program, the researcher made a statement on these teaching aids, which are:

1. The splash screen (cover): This screen is the subject of the program, which is the Arabic language “Bahasa Arab untuk MTs dan Sederajat Kelas IX”, and the researcher has set the start and exit mark for the programs.



2. Introduction screen (main menu): The introduction screen consists of five screens, which are the introduction, the objective, the teaching steps, the program usage guide, and the index to the chapters on scheduled topics.



(Main Menu Screen)



(Intro Screen)



(General Goals Screen)



(Teaching Steps Screen)



(Usage Guide Screen)



(Themes Index Screen)

3. Subject screen for all topics: The subject screen for all topics consists of four screens which are objectives, vocabulary, and essay.



(Screen For All Topics)



(Topic Goals Screen)



(Vocabulary Screen)



(Article Screen)

4. Exercises screen: This closing screen displays the exercises cover for all topics, personal data screen, usage guide exercise, exercises screen (analyzing texts, vocabularies, and translate texts), result screen (true and false answer).
5. In light of this the researcher comes up with the following:



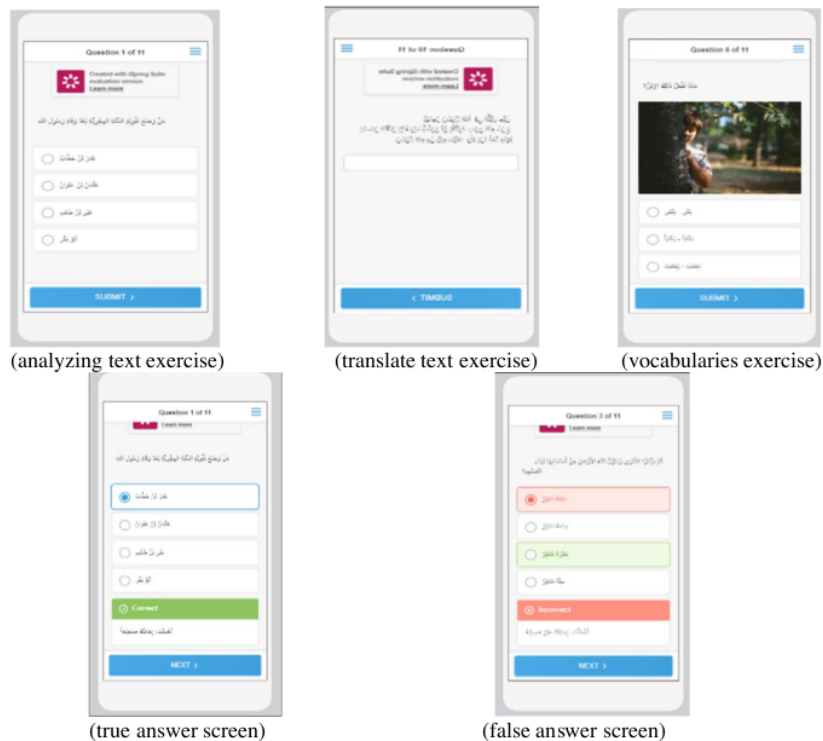
(exercises cover)



(personal data screen)

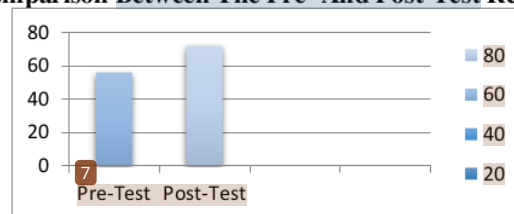


(user guide exercise)



Through the experience in small and large groups, the researcher improved and reformed the teaching aids. This experiment aims to know the extent to which it is suitable for students and its effectiveness in developing students' competence in reading skills. To find out the point of the teaching aids, the researcher relied on the students' results in the pre-test and the post-test in the second experiment. As it turned out, there is an apparent difference in the students' results between the pre-and post-test and the difference can be shown in the following figure.

Comparison Between The Pre- And Post-Test Results



Based on the previous figure, the student's score on the test after using the developed teaching aids is more significant than their score before using the teaching aids. It was found that educational aids may facilitate students read the text and improve their understanding of the subject in learning Arabic. Given the difference between the results in the pre-test and post-test in the extended experiment group. Teaching using the PowerPoint Android program has an influential role because most students understand the material and want it with this Means, something new to students and easy to use at

school. The researcher considered that the PowerPoint Android program teaching Arabic to develop reading skills is effective and more motivated to develop students' reading competency. The designed educational aids effectively develop the reading skill of the Ninth Grade at Madrasah I'dadiyah Muhammadiyah Tempurrejo, Indonesia.

CONCLUSION

The teaching aids were developed by the researcher in the form of a PowerPoint Android program. The teacher and the students aim to develop the reading skill of the Ninth Grade at Madrasah I'dadiyah Muhammadiyah Tempurrejo. The educational aids designed in the Android PowerPoint program can be applied to students because the general result of each expert got an excellent result.

The results of the pre and post-tests are obtained. The results obtained from these two tests show a noticeable difference between the two tests by analyzing the data from the second experiment, and the significant result is 0.000 less than 0.05 ($0.000 < 0.05$). This result indicates a difference between the test results of students before applying the developed educational aids and after using them, meaning that there is a noticeable difference between the average of students' results in the pre-test and the average of their results in the post-test. This result indicates that the educational aids effectively develop the reading skill of the Ninth Grade At Madrasah I'dadiyah Muhammadiyah Tempurrejo.

In addition, these teaching aids are attractive and exciting. It helps students learn as they love it by looking at their answers in the questionnaire papers. These facts made it clear to the researcher the effectiveness of educational means. It paid attention to teaching aids for the Arabic language to develop reading skills. Because it has an essential role in the education process, it is the most excellent helper in facilitating and clarifying problems in lessons and paying attention to the needs of students and teachers because it is an essential matter in the education process.

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