

INCREASING SPEAKING SKILLS WITH INTERACTIVE ELECTRONIC BOOK (IE-BOOK) FOR ARABIC PUBLIC SPEAKING

Amami Shofiya Al Qorin¹, Hanik Mahliatussikah² and Kholisin³

Universitas Negeri Malang

¹amami.shofiya.2102318@students.um.ac.id

Abstract: Public Speaking (PS) is a strategy to improve Arabic speaking skills. PS skills need to be possessed by everyone because they have a big role in the development of speaking skills. One technique to be able to master PS is to improve Arabic speech skills. However, based on the initial observation, there are some obstacles in the learning process. These include anxiety, lack of confidence in PS and lack of mastery of PS techniques in public. This is due to a lack of knowledge and experience in speaking Arabic. As well as the lack of teaching materials that specifically discuss Arabic speeches, reinforces the existence of these problems. This paper aims to explain the development process of an Interactive Electronic Book (IE-Book) for Arabic Public Speaking to improve students' Arabic speaking skills. The novelty of this research lies in the media used in line with increasingly sophisticated technological developments. This research phase consists of 5 steps using the ADDIE model. These five steps are analysis, design, development, implementation, and evaluation of the IE-Book for Arabic Public Speaking in learning the art of speech in Arabic speech courses at the Arabic Language Education Study Program STAI Attanwir Bojonegoro. The results of this study show the design of the IE-Book for Arabic Public Speaking equipped with a QR-Code symbol to get an electronic link to a video about the latest Arabic speech art.

Keywords: IE-book, public speaking, speech skills, Arabic

INTRODUCTION

Various studies conducted by Sosas (2021) and Steawrt (2019) showed the importance of public speaking (PS) in language learning. However, PS learning is considered a difficult language learning strategy. One technique to improve PS skills is speech learning. They are many obstacles faced in studying PS, including how to reduce anxiety and increase self-confidence in PS (Gorsev, 2021);(Brosh, 2019). Nevertheless, various studies have been carried out as a solution to overcome this, such as research on the use of PS learning models based on a communicative approach conducted by Amrullah (2021), research on the development of PS learning materials based on content and language integrated learning (CLIL) conducted by Sarip (2018) and the development of interactive application media for PS learning conducted by Young oh (2021).

The existence of speech is needed even in the Arabic language competition. This is what causes the Arabic language education study program to include speech material as a course. The main goal is as an effort that will have a big impact on improving Arabic language skills. However, based on interviews and observations, most of the students still have difficulty practicing Arabic speech. This is due to the lack of knowledge and experience in giving speeches. Based on the above background, this study initiated the development of an IE-Book for Arabic public speaking as a solution to improve students' Arabic speaking skills.

Several studies have been conducted to improve PS skills. Among them are studies that specifically examine the development of evaluation tools for speaking exercises conducted by Lei (2016); research by El-yamri (2019) on virtual reality (VR) games for learning PS; research by Hidayah (2021) against the development of an Arabic MC Guidebook; Athiyyah (2022) regarding the development of e-books, namely research conducted by 'Athiyyah with the title

of developing interactive e-books based on programs to improve reading results in Arabic for grade 3 students; and research conducted by Bukhari (2017) regarding the PS learning module. Some of the studies above have similarities with the research that the researcher will do, including that there are similarities in the theme. They are both with the theme of PS learning. At the same time, the differences between them are in the research subject and research focus. The researcher focuses on developing an IE-Book for public speaking for learning the art of speaking Arabic.

LITERATURE REVIEW

Speaking is one way to communicate ideas and thoughts orally. Juwito (2022) states that speaking is one of the most important skills needed to be a good communicator. Speaking skills, also called dynamic and active skills, aim to express ideas as proposed by Yulianti (2021). However, mastering speaking skills is difficult (Sueraya The Haron, Ismaiel Hassanien Ahmed, Arifin Mamat, 2016). Speaking skills can be honed by learning PS. In realizing successful PS learning, effective learning techniques, strategies, and media are needed, as stated by Raharjo (2021). PS learning is a speaking technique to communicate ideas, and ideas, to the ability to report work in public (Kusuma, 2017; Ritonga et al., 2022). PS is a speaking skill that is difficult to do because it is not only speaking in public, but also requires the other person to understand the content of the message conveyed. Referring to the purpose of communication, PS aims as an activity to convey messages to many people so that they can be understood and taken advantage of (Zainurrahman & Sangaji, 2019). PS has the basic elements that form it, namely the communicator (speaker), communicant (listener), message, medium, and the effect of PS on listeners.

PS skills need to be possessed by everyone because they have a big role in the development of one's speaking skills. Therefore, PS exercises are important to do. This is recognized by the results of research by Haron (2013) which states that continuous practice is able to make a person a good public speaker and improve communication skills. Continuous practice in public will make your speech fluent. One example of PS exercises that can be done is speech. Speech is part of PS. The speech itself is an attempt to convey ideas and thoughts to people in public. A good speech can create a positive impression and it is hoped that information can be conveyed properly so that it can be accepted and understood by many people. But in fact, the speech activity experienced obstacles that made the message not conveyed properly. This is due to several factors from public speakers, one of which is the anxiety (Raja, 2017). Anxiety can be interpreted as a fear of something that will happen (Dansieh et al., 2021; Grieve et al., 2021). In addition, other inhibiting factors are the lack of self-confidence possessed by public speakers and the lack of mastery of PS techniques in public. At the same time, self-confidence is the main factor that encourages students to speak well. This is based on Nadiah's research report (2019) on a field study regarding the level of student confidence in PS. This inability causes communication that should be effective, to become degraded. Language learning is a complex process that relies on affective and cognitive factors that make up the main difference in the success rate of students learning a second language. The affective domain is the emotional part of human behaviour which consists of emotions, motivations, talents, anxiety and self-confidence (Quinn & Goody, 2019; Tiwery & Souisa, 2019). Of all these main principles, self-confidence is the most vital variable influencing language learning. Self-confidence is similar to self-esteem in that both determine students' perceptions of how good they are (Anwar et al., 2020).

METHOD

This study uses a research and development (R&D) research design that produces products and tests the effectiveness of product utilization. The model used is ADDIE design which consists of 5 phases, namely 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The following is an explanation of the application development steps in this study; (1) Analysis. This phase is done by analysing the problems that exist during the learning process, especially in learning the art of speaking Arabic. In addition, a needs analysis is carried out to determine students' needs in the learning process related to media and materials. (2) Design. This phase is carried out by designing an interactive electronic book (IE-Book) product for public speaking based on the needs analysis that has been carried out and further identification of the sub-materials required by students. (3) Development. This phase is the development phase of interactive electronic book (IE-Book) product design for public speaking. Then, an expert validation test was carried out consisting of material experts and media experts. Furthermore, before the next phase, it needs to be revised based on the notes from the validator concerned. (4) Implementation. The interactive electronic book (IE-Book) for public speaking is implemented in learning Arabic speech courses at the PBA Stai Attanwir Bojonegoro study program. This implementation is carried out by having pre-test and post-test questions to be done by students in order to determine the level of effectiveness of the use of interactive electronic books (IE-book) for public speaking in improving students' Arabic speaking skills. (5) Evaluation. In this phase, the interactive electronic book (IE-book) for public speaking is assessed for quality and feasibility based on the user. Then made improvements from the results of the evaluation carried out.

RESULT AND DISCUSSION

The use of technology in PS learning has a big role and is proven to produce maximum learning outcomes (Zaid et al., 2019). An interactive electronic book (IE-Book) is an alternative media solution used to improve language skills. Several studies have proven that the use of IE-books can improve student learning outcomes, such as the research conducted by Lim, et al. (2020) regarding the effect of ie-books on students' academic results; research by Asrowi (2019) regarding the implications of using ie-books on learning output; and research conducted by Binas (2012) regarding the use of e-books as a support for effective learning.

With the development of technology, books as learning resources have changed form into electronic books (E-book) and can be integrated with interactive media or known as interactive electronic books (IE-books). IE-books are electronic books containing text and images, audio, video, and interactive exercises (Bozkurt & Bozkaya, 2015). IE-books are designed as learning that provides feedback by presenting cognitive tests to deepen the material and videos as explanatory material.

Interactive media integrated into this e-book should be based on good criteria in order to be able to produce maximum and well-integrated content. Six criteria to be a good ie-book, namely 1) ease of navigation. Ie-books should be designed simply so that students are able to use them without having to have complex knowledge of media; 2) clear cognitive content; 3) information presentation; 4) media integration from the aspect of knowledge and skills; 5) artistic and aesthetic that aims to attract students' interest in learning; 6) overall, which means that the material presented is in accordance with the needs and desires of students (Fenwick Et Al., 2013).

The Interactive Electronic Book (IE-Book) for Arabic Public Speaking is an alternative to simplify the process of learning Arabic speaking skills. In addition to providing material on the theory of speech, this book is also equipped with a collection of Arabic speech videos selected from several reliable sources. In addition, the attractive illustrations are expected to be able to

make users not bored in utilizing and absorbing the material in the book. Product specifications consist of material and output specifications which will be explained as follows:

a. Material Specification

This IE-Book consists of four chapters, namely 1) recognizing speech, 2) preparing a speech, 3) making a speech outline, 4) writing a speech text, 5) the secret of how to make a good speech

b. External Specifications

The output specifications of this IE-Book development innovation product consist of Arabic speech recognition material starting with the presentation of 1) cover, 2) usage instructions, 3) menu display, 4) material, 5) references, and 6) developer biodata, and 7) interactive exercises. The development of this IE-Book consists of text, audio, animation, and interactive quizzes with the Kvisoft Flipbook Maker Pro application with an output equipped with a QR-Code symbol to get an electronic link to a video about the latest Arabic speech art. Researchers use Adobe Photoshop CS6 program in designing. The following is an image of the output prototype design:

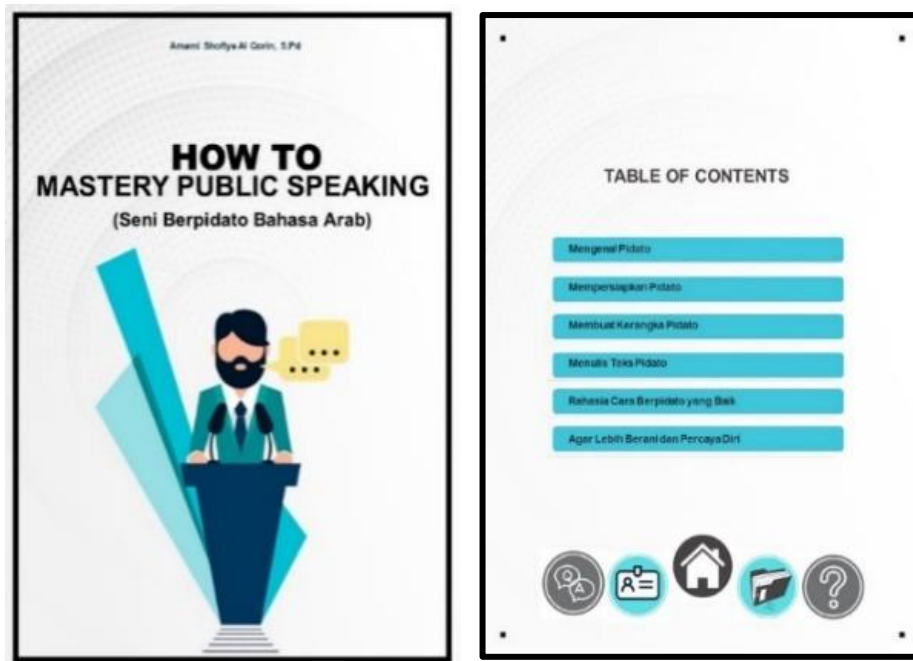


Figure 1. Design of IE-Book for Arabic Public Speaking

REFERENCES

Athiyyah, M. 'Athiyyah al-S. A. (2022). Tashmim kitab elektronik tafa'uli qo'im 'ala barnamij al-qura'iyah li tanmiyati al-tahsil al-qurra'i fi al-lughah al-'arabiyyah lada talamidz al-shaff al-tsalsits al-ibtida'i. *Al-Majallah Al-'ilmiyyah Al-Mahkamah Li Dirasati Wa Buhuts Al-Tarbiyyah Al-Nau'iyah*, 8(1).

Ahmad Bukhari, N. I., Omar, S., Izzah Che Abas, A., Raihan Mat Shawal, B., Adeeba Wan Ibrahim, W. S. A., Afzan Hassan, A., & Hisham Md Nawawi, N. (2017). Exploring "Speak-O-Rama" as a Public Speaking Module: A Pilot Study in an Islamic Integrated Primary School. *International Journal of Applied Linguistics and English Literature*, 6(2), 249. <https://doi.org/10.7575/aiac.ijalel.v6n.2p.249>

Amrullah, A., Thohir, L., Sahuddin, S., Nawawi, N., & Henny, H. (2021). Development of Academic Speaking Communicative Tasks Model for Students of English Education. *Proceedings of the*

- 2nd Annual Conference on Education and Social Science (ACCESS 2020), 556(Access 2020), 32–35. <https://doi.org/10.2991/assehr.k.210525.040>
- Anwar, M., Yusri, & Hasmawati. (2020). Improving Student s Speaking Performance and Self-Confidence Using Mind Mapping Model in Foreign Language Learning. *Asian EFL Journal*, 27(31), 106–118.
- Asrowi, Hadaya, A., & Hanif, M. (2019). The Impact of Using the Interactive E-Book on Students' Learning Outcomes. *International Journal of Instruction*, 12(2), 709–722. <https://doi.org/10.1088/1742-6596/1320/1/012038>
- Binas, M., Stancel, P., Novak, M., & Michalko, M. (2012). Interactive eBook as a supporting tool for education process. *ICETA 2012 - 10th IEEE International Conference on Emerging ELearning Technologies and Applications, Proceedings*, 39–44. <https://doi.org/10.1109/ICETA.2012.6418285>
- Bozkurt, A., & Bozkaya, M. (2015). Evaluation Criteria for Interactive E-Books for Open and Distance Learning. *International Review of Research in Open and Distributed Learning*, 16(5), 58–82.
- Brosh, H. Y. (2019). Arabic language-learning strategy preferences among undergraduate students. *Studies in Second Language Learning and Teaching*, 9(2), 351–377. <https://doi.org/10.14746/ssllt.2019.9.2.5>
- Chen, L., Feng, G., Leong, C. W., Joe, J., Kitchen, C., & Lee, C. M. (2016). Designing An Automated Assessment of Public Speaking Skills Using Multimodal Cues. *Journal of Learning Analytics*, 3(2), 261–281. <https://doi.org/10.18608/jla.2016.32.13>
- Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The Fear of Public Speaking in ESL Students in Ghana. *Language Teaching*, 1(1), p22. <https://doi.org/10.30560/lt.v1n1p22>
- El-Yamri, M., Romero-Hernandez, A., Gonzalez-Riojo, M., & Manero, B. (2019). Designing a VR game for public speaking based on speakers features: a case study. *Smart Learning Environments*, 6(1), 1–15. <https://doi.org/10.1186/s40561-019-0094-1>
- Fenwick, J. B., Kurtz, B. L., Meznar, P., Phillips, R., & Weidner, A. (2013). Developing a highly interactive ebook for CS instruction. *SIGCSE 2013 - Proceedings of the 44th ACM Technical Symposium on Computer Science Education*, 135–140. <https://doi.org/10.1145/2445196.2445241>
- Gorsev, S. (2021). Impact Perfectionism and Self-Compassion Feelings of Undergraduate Students on Their Foreign Language Speaking Anxiety. *Psycho-Educational Research Reviews*, 10(2), 230–240.
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education*, 45(9), 1281–1293. <https://doi.org/10.1080/0309877X.2021.1948509>
- Haron, S. C. (2013). The teaching methodology of arabic speaking skills: Learners' perspectives. *International Education Studies*, 6(2), 55–62. <https://doi.org/10.5539/ies.v6n2p55>
- Hidayah, N., Muhaiban, M., Mahliatussikah, H., & Ain, N. (2021). Development of “Kupancar ”: A Guidebook and A Collection of Arabic-Speaking Host Texts. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(3), 303–318.
- Johanna, R. T., Anniina, K.-M., Ernest, A., Jouko, P., & Burns, E. (2019). Finding our way in the world of interactive eBook making. *Evolving Pedagogy: Greetings Form Finland*.
- Juwito, J., Abidin, Z., Kaestingtyas, I., Ken, P., & Wahyuningtyas, D. (2022). Public speaking and personal branding skills for student organization managers at Dharma Wanita High School Surabaya. *Journal of Community Service and Empowerment*, 3(1), 9–17.
- Kusuma, L. A. (2017). Islamic-Content-TED Public Speaking as a Source Material for Improving Islamic Student's Communication Skill. *JEES (Journal of English Educators Society)*, 2(2), 75–90. <https://doi.org/10.21070/jees.v2i2.1007>

- Lim, B. C. Y., Liu, L. W. L., & Choo, C. H. (2020). Investigating the Effects of Interactive E-Book towards Academic Achievement. *Asian Journal of University Education*, 16(3), 78–88. <https://doi.org/10.24191/ajue.v16i3.10272>
- Nadiah, Arina, & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. *ELITE Journal*, 1(1), 1–11. <https://www.elitejournal.org/index.php/ELITE>
- Oh, E. Y., & Song, D. (2021). Developmental research on an interactive application for language speaking practice using speech recognition technology. *Educational Technology Research and Development*, 69(2), 861–884. <https://doi.org/10.1007/s11423-020-09910-1>
- Pabrua Batoon, M. V., Glasserman Morales, L. D., & Yanez Figueroa, J. A. (2018). Instructional design to measure the efficacy of interactive e-books in a high school setting. *Turkish Online Journal of Distance Education*, 19(2), 47–60. <https://doi.org/10.17718/tojde.415641>
- Quinn, S., & Goody, A. (2019). An Evaluation of a Course Aimed at Reducing Public Speaking Anxiety among University Students. *International Journal of Teaching and Learning in Higher Education*, 31(3), 503–511. <http://www.isetl.org/ijtlhe/>
- Raharjo, D. H., Setiyanti, A., & Sofiani, F. (2021). A Need Analysis on the Instructional Material Development of Speaking Skills for Secretarial Students. *English Language in Focus (ELIF)*, 3(2), 127–134.
- Raja, F. (2017). Anxiety level in students of public speaking: causes and remedies. *Journal of Education and Educational Development*, 4(1), 94–110.
- Ritonga, M., Nurdianto, T., & Rahmawati. (2022). Strategies for improving Arabic language ability through language Environment: Phenomenology studies in Islamic boarding schools. *Journal of Language and Linguistic Studies*, 18(1), 496–510. <https://doi.org/10.52462/jlls.198>
- Sarip, M., Rafli, Z., & Rahmat, A. (2018). Arabic Speaking Material Design Using Content and Language Integrated Learning (CLIL). *International Journal of Humanities and Cultural Studies*, 5(1), 272–286. <https://www.ijhcs.com/index.php/ijhcs/article/view/3253>
- Sosas, R. V. (2021). Technology in teaching speaking and its effects to students learning English. *Journal of Language and Linguistic Studies*, 17(2), 958–970. <https://doi.org/10.52462/jlls.66>
- Stewart, C., Stallings, L., & Roscoe, R. (2019). Growth Mindset: Associations with Apprehension, Self-Perceived Competence, and Beliefs about Public Speaking. *Basic Communication Course Annual*, 31, 44–69.
- Sueraya Che Haron, Ismaiel Hassanien Ahmed, Arifin Mamat, W. R. W. A. & F. M. M. R. (2016). Challenges in Learning to Speak Arabic. *Journal of Education and Practice*, 7(24), 80–85.
- Tiwery, D. S., & Souisa, T. R. (2019). Inside-outside circle as the way in building students' motivation and interaction in speaking classroom activities. *International Journal of Language Education*, 3(1), 33–45. <https://doi.org/10.26858/ijole.v1i1.6703>
- Yee, K. M., Jafre, M., & Abidin, Z. (2014). The use of public speaking in motivating ESL learners to overcome speech anxiety. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(11), 127–135. www.arcjournals.org
- Yulianti, T. (2021). Public Speaking Ability Through Focus Group Discussion. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 287–295. <https://doi.org/10.33578/pjr.v5i2.8238>
- Zaid, A., Bahroni, I., & S, A. (2019). Multimedia Application Material for Speech Skill. *ICLLE 2019*. <https://doi.org/10.4108/eai.19-7-2019.2289472>
- Zainurrahman, Z., & Sangaji, S. (2019). A Study on the University Students' Speaking Difficulties. *Langua: Journal of Linguistics, Literature, and Language Education*, 2(1), 1–8. <https://doi.org/10.5281/zenodo.2588073>