



## **Speaking Skills In Students; Comparative Study Of Regular And Upper Classes In Mts.N 1 Gorontalo Regency**

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**Abstract:** This study is entitled Comparison of Speaking Skills between Superior Class Students and Regular Class Students at MTS Negeri 1 Gorontalo Regency. The purpose of this study was to see the extent of the comparison of speaking skills between featured graders and regular graders. The research method used in this study was a descriptive quantitative research method, in which the researcher used a sample of 20 superior class students and 20 students from regular classes. The method of sampling is to use a random sample system with class restrictions, namely grade 8 students. The data collection techniques in this study are interviews, oral test questions, and documentation. The results of this study are as follows: Comparison of speaking skills between superior class students and regular class students, after homogeneity test, produces data on superior classes and regular classes that have significance values above 0.05, so it can be concluded that speaking proficiency between superior class students and regular class students does not have significant differences.

**Keywords:** Comparative; Speaking Delivery; Featured and Regular Classes

**Abstrak:** Penelitian ini Berjudul Perbandingan Keterampilan Berbicara antara Siswa Kelas Unggulan dan Siswa Kelas Reguler di MTS Negeri 1 Kabupaten Gorontalo. Tujuan dari penelitian ini adalah untuk melihat sejauhmanakah perbandingan keterampilan berbicara antara siswa kelas unggulan dan siswa kelas reguler. Metode penelitian yang digunakan pada penelitian ini adalah metode penelitian kuantitatif deskriptif, yang mana peneliti menggunakan sampel 20 siswa kelas unggulan dan 20 siswa dari kelas reguler. Cara pengambilan sampel yaitu menggunakan sistem sampel acak dengan batasan kelas yaitu siswa kelas 8. Adapun teknik pengumpulan data dalam penelitian ini adalah wawancara, soal tes lisan, dan dokumentasi. Hasil dari penelitian ini adalah sebagai berikut: Perbandingan keterampilan berbicara antara siswa kelas unggulan dan siswa kelas reguler, setelah uji homogenitas, menghasilkan data kelas unggulan dan kelas reguler yang memiliki nilai signifikansi di atas 0,05, sehingga dapat disimpulkan bahwa kemahiran berbicara antara siswa kelas unggulan dan siswa kelas reguler tidaklah memiliki perbedaan yang signifikan.

**Kata Kunci:** Perbandingan; Keterampilan Berbicara; Kelas Unggulan dan Reguler

## **INTRODUCTION**

Education is something that is very important in human life. This happens because education has a direct influence on developments in aspects of the human personality. It

is undeniable that education can also determine the model and person of the human being in the future.<sup>1</sup>

In order to carry out education, the Indonesian nation makes efforts to achieve the National Goals. The purpose of education is stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning National education Chapter II article 3 which discusses the functions and objectives of education, namely: "national education functions to develop abilities and form a dignified national disposition and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

Learning is a process of behavior change thanks to experience and practice. Learning activities can be carried out if there are two actors, namely teachers as teachers and students as students. The teaching and learning process itself is a series of activities carried out with certain strategies and steps so that it can achieve a result that has been aspired to. Each of these strategies will, of course, describe an estimate of what steps to take. This is the same as if you are planning a teaching plan, it will definitely be estimated what actions are taken when in a learning implementation situation.

Learning is essentially a conscious effort made by a teacher to guide and direct his students in such a way in order to achieve the expected goals.<sup>2</sup>

Learning activities that occur in schools can also be said to be an effort to implement education. This makes the implementers of education always oriented to the goals to be achieved and the review is always directed at students individually and in groups.

In learning Arabic, there are four language skills, namely<sup>3</sup>: 1) *Maharah al-istima* (listening skills); 2) *Maharah al-kalam* (speaking skills); 3) *Maharah al-qiraah* (reading

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<sup>1</sup> Muhammad Aminullah, *Interaksi Manusia Dengan Air Dalam Perspektif Alquran (Tinjauan Alamtologi Dalam Komunikasi)* (Medan, 2017). h. 29

<sup>2</sup> Amin Setiyorini, Studi Komparasi Model Pembelajaran Aqidah Akhlaq Pada Kelas Bina Prestasi Dan Kelas Reguler Di Man 2 Ponorogo , " *Journal Of Chemical Information And Modeling* 53, No. 9 (2013): 1689–1699, h. 30.

<sup>3</sup> Damhuri Dj. Muhtar I. Miolo Noor, "Kontribusi Al-Khalil Bin Ahmad Al-Farahidi Dalam Ilmu-Ilmu Bahasa Arab," *AL-Lisan : Jurnal Bahasa ( e-Journal )* 4, no. 2 (2019): 148–160.

skills); and 4) *Maharah al-kitabah* (writing skills). Of the four skills, speaking skills have an important role in language.

Speaking (*al-kalam*) is the act of expressing something verbally, that is, verbal expressions are meaningful as a medium that carries the purpose and purpose. Therefore, speaking is closely related to the process of verbal communication with the other party as a partner. By speaking a person can convey something that is in his mind or mind to the other party, without speaking of course the other person cannot know the ideas or ideas of that person.

Speaking is an important language activity in everyday life after listening. Based on the sounds of the language listened to, humans learn to pronounce and are finally able to speak. As part of productive language skills, speaking skills or *maharah al-kalam* demand mastery of several aspects and rules of arabic use. Among them are mastery of pronunciation, vocabulary, structure, mastery of the topic or idea to be conveyed, and the ability to understand the language of the opposite speech (*interlokuto*).

In addition, paralinguistic elements also determine clarity and accuracy in speaking. These elements are facial expressions, tone of voice, and certain other movements. All of these are part of the activities of various forms of use of spoken language that must be considered so that the message conveyed can be easily understood by the listener as intended by the speaker. Without facial expression, the tone of voice of other movements, a speech feels bland and less attractive.

According to the level of mastery of the student's language skills, the form of speaking teaching may include activities using spoken language with varying degrees of difficulty. That form of teaching speech can be controlled with the content and type of discourse prescribed or restricted, or it can be free depending on the wishes and creativity of the speaker. Nowadays, the ability of students in *Maharah Kalam* both at the Aliyah, Tsanawiyah, especially Ibtidaiyah level is very weak, for example, to introduce themselves to Arabic, many of the students at the Aliyah level, especially Ibtidaiyah, find it difficult, even though they have studied Arabic for about 5 years starting from the Ibtidaiyah level.<sup>5</sup>

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<sup>4</sup> Mutmainnah and Syarifuddin, "Maharah Kalam Learning Strategies in Arabic Language Education Institutions (LPBA) OCEAN Pare Kediri," *Journal of Arabic Language Education* 5, no. 1 (2014): 1–22.

<sup>5</sup> Yazid Hady, "Pembelajaran Mahārat Al - Kalām Menurut Rusdy Ahmad Thu ' Aimah Dan Mahmud Kamil Al-Nāqah," *Al Mahara Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 63–84.

In improving the quality or quality of its students, Madrasah Tsanawiyah Negeri 1 Gorontalo Regency has used the New Curriculum, namely KMA 183. As in the explanation in the curriculum, especially in the development of the Arabic curriculum which aims to prepare students who have the ability to use Arabic as a global communication tool. In addition, this curriculum aims to encourage madrasa learning to be more dynamic, creative and innovative.

In addition to using the new curriculum, MTS Negeri 1 Gorontalo Regency also continues to implement superior class programs and regular classes. These two programs have long been implemented in the MTS. The determination of the class is seen based on the values and attitudes of the students. Students in both excellent and regular classes are limited to a maximum number of 33 students in each class.

The difference between the excellent class program and the regular class is that students who take part in the excellent class program are enriched with additional subject guidance that is usually contested. The guidance is intended for students who take part in mathematical Olympiads, Natural Sciences, Social Sciences, meticulous intelligence and so on. While the regular class program has no additional subject guidance. Although there are different programs, these two classes have the same vision and mission and move side by side to achieve the school's vision and mission, so as to produce graduates who are in accordance with the expectations of all parties, have high achievements, have competitiveness in religious aspects, have a global perspective, and still refer to the educational goals that have been set.

## METHODS

Researchers must choose the approach to be used if they want to conduct a study. In this study, it is a comparative research that uses a quantitative approach with a descriptive type of research. It is said to be descriptive, because in the results of this study the researcher gives an overview or explains in detail about a problem or phenomenon that is raised or discussed. In quantitative research, the analysis is in the form of data in the form of numerical or numerical which is then processed by statistical methods.

## RESULTS AND DISCUSSION

This research was carried out by giving an oral test directly to see the comparison of speech ability, after that the next step was to make a frequency distribution to see the percentage of students' scores, after which a normality test was carried out and the last one was a hypothesis test.

### 1. Test Results maharatul kalam Superior Class Students

No	Nama	Butir Soal																				Jumlah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Af	1	5	4	4	2	2	3	3	3	2	2	4	4	4	4	3	3	3	2	3	61
2	Ha	3	5	5	4	3	2	2	2	2	2	2	5	5	5	5	0	0	3	0	0	55
3	Ji	0	2	3	2	2	2	2	5	1	3	2	1	3	2	3	2	2	0	2	2	41
4	Marv	2	5	5	4	1	2	3	3	3	2	3	2	2	2	2	1	1	0	0	0	43
5	Ma	5	2	2	3	3	2	2	2	2	2	4	2	2	2	2	2	2	1	1		45
6	Fa	5	5	2	2	3	5	1	2	2	2	2	4	2	4	2	0	0	0	0	2	45
7	S. Al	1	0	2	3	2	2	2	2	1	1	2	2	3	2	3	3	0	0	0	2	33
8	Ama	3	2	0	1	2	3	3	3	3	3	2	4	4	5	5	0	0	0	0	4	47
9	Ram	3	0	1	1	3	3	2	2	2	1	1	2	2	3	3	2	2	2	0	0	35
10	Sha	0	5	0	3	3	2	4	2	2	2	2	3	4	3	4	3	2	2	0	0	46
11	Dew	1	2	1	2	2	2	1	3	1	3	3	2	2	2	2	0	2	0	3	3	37
12	Ahm	5	2	1	2	2	5	0	0	1	1	1	3	2	3	2	3	3	2	1	0	39
13	Yun	2	2	2	2	3	1	2	2	2	2	2	3	3	5	5	0	0	2	2	0	42
14	Nur	3	0	2	0	1	1	3	3	1	1	2	2	3	2	3	2	2	0	0	0	31
15	S. Ku	5	5	4	2	2	1	2	3	4	1	1	2	2	3	3	2	2	2	0	0	46
16	L.M	2	3	3	3	2	2	2	4	1	3	3	1	1	3	3	2	2	2	0	2	47
17	And	4	5	4	4	1	0	3	3	2	1	3	2	2	2	3	2	2	0	2	0	45
18	Wah	0	5	2	3	0	2	2	1	4	4	3	2	3	3	3	1	2	4	2	5	51
19	Eva	5	4	0	2	5	2	5	0	4	2	4	3	2	3	3	2	4	0	0	3	55
20	Sit	3	5	2	5	4	3	3	4	1	3	2	3	3	4	4	5	4	3	0	5	66

Based on the data from the maharatul kalam research of superior class students, it can be seen that a sample of superior class students totaling 20 samples, dengan tested 20 kalam questions has results: 0 students who successfully answered with Mumtaz scores, 0 students who successfully answered with jayyid jiddan scores, 0 students who successfully answered with jayyid scores, 2 students who successfully answered with maqbul scores, and 18 students managed to answer with Rasib scores.

### 2. Maharah Kalam Test Results for Regular Class Students

No.	Nama	Butir Soal																				jumlah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Rev	2	2	3	0	2	2	2	3	2	1	1	2	2	2	0	2	2	0	2	3	35
2	Iks	5	3	2	1	3	2	2	1	1	2	1	3	4	3	3	2	2	2	3	3	48
3	Sit	3	4	3	2	3	3	1	2	1	1	3	2	2	3	3	3	3	3	0	2	47
4	Silv	1	2	2	0	2	1	2	4	0	3	2	1	2	2	2	2	2	0	0	1	31
5	Ang	1	5	2	1	0	2	2	0	3	2	2	2	2	1	2	3	3	2	2	0	37

6	M. Ir	2	0	5	2	2	1	2	1	3	0	0	2	1	3	3	2	2	0	0	0	31
7	Nur	1	5	0	2	2	0	3	2	2	1	2	2	2	3	3	1	2	2	0	0	35
8	Fid	2	3	4	2	2	3	0	0	1	4	0	2	2	2	2	1	1	0	0	0	31
9	S.F	3	4	2	2	2	2	3	4	2	2	2	2	2	3	3	3	1	2	2	1	47
10	Rif	1	5	3	2	3	1	1	2	2	2	0	2	2	4	4	1	1	0	0	0	36
11	Ay	2	3	3	3	2	2	2	3	2	2	3	2	2	3	3	2	1	2	0	2	44
12	Al	3	5	5	3	2	2	3	3	3	2	2	4	4	4	4	4	4	4	2	2	65
13	Lut	0	3	2	5	2	1	3	2	1	2	3	2	3	2	3	2	2	1	2	0	41
14	Has	0	5	3	2	1	2	2	3	2	2	2	3	4	3	4	2	0	0	0	0	40
15	Ana	2	4	3	3	2	2	2	2	2	3	0	3	3	3	3	0	2	0	1	2	42
16	Fag	3	5	0	2	2	0	1	3	2	2	2	4	4	4	4	2	2	2	0	0	44
17	Aul	0	5	0	0	2	3	3	4	4	2	2	4	3	4	3	0	0	0	2	2	43
18	Far	3	0	5	4	2	2	1	3	5	0	1	3	2	3	2	3	3	0	0	0	42
19	S. Far	0	0	4	2	2	2	0	0	3	3	3	4	4	4	4	3	3	3	2	0	46
20	Fath	5	3	3	2	2	2	2	2	2	3	2	5	5	5	5	4	4	5	0	0	61

Based on the data from the maharatul kalam research of Regular class students, it can be seen that a sample of Regular class students totaling 20 samples, tested 20 kalam questions, has the results: 0 students who successfully answered with Mumtaz scores, 0 students who successfully answered with jayyid jiddan scores, 0 students who successfully answered with jayyid scores, 2 students who successfully answered with maqbul scores, and 18 students successfully answered with Rasib scores.

As for the results of the scores of the superior class and the regular class above, it can be seen that many students get low scores because in terms of pronunciation, many students make speech mistakes so that the words they say are difficult to understand. In terms of grammar, there are still many students who are wrong in using grammar so that sometimes it can interfere with communication. In terms of vocabulary, many students still lack mastery, making it difficult for them to speak. In terms of intonation and lahjah, many students who if they express something, the intonation is not quite right and does not match the pronunciation. In terms of fluency, many students are always repeating and sometimes forced to be silent and their speech falters because they still have language difficulties.

1. Frequency Distribution Table of Maharah kalam Values of Featured class students

NO	PREDICATE	VALUE	SUPERIOR CLASSES		
			NUMBER STUDENTS	OF	AVERAGE
1	Mumtaz	91-100			
2	Jayyid Jiddan	81-90			

3	Jayyid	71-80		
4	Maqbul	61-70	2	10%
5	Mardud	0-60	18	90%
SUM			20	100%

Based on the results of the frequency distribution of maharah kalam scores of superior class students, it can be seen that the average student who gets a mumtaz score is 0%, students who get a jayyid jiddan score of 0%, students who get jayyid 0%, students who get Maqbul 10%, and students who get mardud amount to 90%.

## 2. Frequency Distribution Table of Maharah kalam Values of Regular class students

NO	PREDICATE	VALUE	SUPERIOR CLASSES	
			NUMBER OF STUDENTS	AVERAGE
1	Mumtaz	91-100		
2	Jayyid Jiddan	81-90		
3	Jayyid	71-80		
	Maqbul	61-70	2	10%
5	Mardud	0-60	18	90%
SUM			20	100%

Based on the results of the frequency distribution of maharah kalam scores of Regular class students, it can be seen that the average student who gets a mumtaz score is 0%, students who get a jayyid jiddan score of 0%, students who get jayyid 0%, students who get Maqbul 10%, and students who get mardud amount to 90%.

## 3. Normality Test

Tests of Normality								
Kelas			Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
			Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	Kelas Unggulan		.183	20	.077	.960	20	.536
	Kelas Reguler		.162	20	.176	.899	20	.039
a. Lilliefors Significance Correction								

If the significance value is greater than 0.05, then the data is normally distributed. If the significance value is less than 0.05, then the data is declared not normally distributed. From the results of the above normality test, it can be seen that the significance value of the flagship class is 0.77 for kolmogorrov-smirnov, and 0.536 for Shapiro-wilk. and the significance value of the regular class is 0.176 kolmogorrov-



smirnov, and 0.39 for Shapiro-wilk. therefore, it can be stated that the featured class data and the regular class data are normally distributed.

#### 4. Homogeneity test

##### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	.000	.992	1.133	38	.264	3.200	2.825	-2.519	8.919	
Equal variances not assumed			1.133	37.998	.264	3.200	2.825	-2.519	8.919	

If the significance value is less than 0.05 then the data is declared different, if the significance value is greater than 0.05 then the data is declared not different. From the results of the data processing above, it can be concluded that the superior class and the regular class do not have significant differences.

## CONCLUSION

Based on the initial value from the results of research on the comparison of maharatul kalam, it can be concluded that the scores obtained by students in the maharatul kalam test are very low. This can be seen from the results of the percentage of grades, no student gets a mumtaz score, the average student only gets a mardud score.



Then, in the homogeneity test, it can be seen that there is no significant difference between the superior class students and the regular class students. this has been able to answer the question in the formulation of the problem about whether there is a difference in maharatul kalam between superior class students and regular class students, in this study, it can be concluded that there is no difference in maharatul kalam between superior class students and regular class students.

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