Arabic Listening Skills Syllabus for Scientific Learning: Research and Development

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Abstract: The purpose of this study is to develop Arabic listening skills syllabus for scientific learning at Arabic Language Study Program, Universitas Negeri Jakarta. The syllabus currently in use does not reflect the current curriculum and is not in line with the development of science and technology. The syllabus was developed based on the results of document analysis that are currently used, and the results of the needs analysis of 40 students who have been attending Arabic listening skills (Istima) course. This research conducted by Research and Development methods with Analysis, Design, and Development model. Based on the results of the needs analysis, students were found to have difficulty pronouncing sentences quickly if spoken by native speakers. The need for students is to be able to find keywords in the text that is being listened to. Based on the results of document analysis and needs analysis, researchers designed scientific learning syllabus in order to develop student's skills in seeking information from the materials being studied and guide them to be able to solve problems in the learning process. The output of the study contributes to the development of the latest learning models or teaching materials.

1 INTRODUCTION

Need analysis becomes an integral part of developing the syllabus. The syllabus is detailed information about curriculum content and philosophy. The curriculum is still general, and the syllabus is a translation of the curriculum in the form of activities in the classroom, so that the specified goals can be easily achieved.

The development of science to create learning in higher education helps to innovate to adjust the development of needs at that time. With this curriculum change, the lecturer has the duty to translate it into the learning syllabus that is suitable with the curriculum objectives and according to the needs of students.

The first step to develop the syllabus was to identify the goals that learners would like to achieve while taking this course. To do that, the needs and document analysis approach must be implemented (Ismagilovaa & Polyakova, 2014). The results of the analysis of the syllabus document on the basic listening skills course (*Istima*) used in the Arabic Language Education of the State University of Jakarta state that the purpose of learning is the students can understand spoken language, whether in daily conversation, Arabic dialogue and dialogue narrative, lectures, tapes, and videos. The application of learning objectives is carried out with topic-based learning. The principle of preparing the syllabus is done by sorting material by topic. Then equating the competencies that will be obtained by students at each meeting, namely being able to listen carefully to the contents of the conversation or story, emulate examples of pronunciation, do questions and answers with fellow friends, answer questions from lecturers verbally, and answer written exercises.

Technological developments and the development of the needs of students in this era have led to the way in which the syllabus and learning processes that have been implemented in the Arabic Language Study Program have not maximally met the needs of students who have taken this course.

In the Arabic Language Education Study Program, Jakarta State University, the teaching of language skills, namely listening, speaking, reading and writing is taught separately so as to produce complete competence in each of these skills. One function of learning languages is as a means of logical thinking. In logical thinking, language is often present

to express a concept, a theory or an analysis of a phenomenon. The better the language mastery of a person, the better the ability to think, and the more organized the language of a person, the more regular the person's thinking patterns.

People cannot understand the thoughts, feelings, ideas, and facts conveyed by other people without any language skills, which in this case is called language receptive skills. Receptive skills are the process of receiving language codes. This reception process is also called decoding. The decoding process begins with the reception of sound elements at the receiver (decode phonology), then the process of understanding sound as a grammatical unit (grammatical decode), and ends with an understanding of the concept carried by the code (decode semantics) between the processes there is a transmission process, which has the task of changing the code becomes the language code.

In Arabic, listening skills are called Istima (الاستماع). Listening in Arabic is difficult because Arabic is a foreign language in Indonesia, so this activity requires perseverance in learning it. Listening is the main thing in communication, through listening someone will recognize *mufrodat* (vocabulary), *jumlah* (sentence form) and *tarakib* (word structure). Tarigan stated that listening is the process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication conveyed by the speaker through speech or spoken language (1985).

Arabic is a diglosis language, where there are 2 variations of language used side by side based on communication situations, namely Standard Arabic (*Fusha*), used for academic and official forums, and Arabic Market (*Ammiyah*), used for every day. For students who are studying Standard Arabic, it will be difficult if they want to listen to the conversations of native speakers, because generally, they will use Market Arabic (A*mmiyah*). For this reason, audio and video texts are needed using official Arabic (Elkhafifi, n.d.)

Based on the above view, in developing listening skills for students of the Arabic Language Study Program, several attempts were made, such as analyzing the extent of the skills and learning models desired by students. Needs analysis is used to determine the needs of students at the end of the course, so that the Study Program can adjust the syllabus to the needs of students. Needs analysis is expected to match student needs and institutional goals.

One of the appropriate learning models for this term is the scientific learning model. Scientific learning models involve observation or observation for the formulation of hypotheses, so that experimental activity can be replaced with activities to obtain information from various sources. This learning is the integration between scientific activities and the submission of questions (Sani, 2014).

The scientific learning model guides students to solve problems through careful planning, careful collection of data and careful analysis of data to produce conclusions. In carrying out this activity, students are guided by their sensitivity to see a phenomenon, dare to ask questions, be careful in collecting data, be able to make conclusions as answers to the questions they ask (Abidin, 2014).

2 METHODOLOGY

The method used in this study is research and development. Gay, Mills, & Airasian, (2012), state that research and development is the process of examining consumer needs by developing a product to meet those needs. Gall, Gall, & Borg, (2003) state that research and development in the field of education is a research design that aims to design new products or procedures to improve the quality of education. The product developed in this study is an effective syllabus that can be used in the learning process.

This research adopts the procedures and steps of the ADDIE Model which consists of five steps, namely Analysis, Design, Development, Implementation, and Evaluation (Dick, Carey, & Carey, 2015). This study follows only 3 (three) main steps, namely 1) Analysis, during this phase researchers, examine and analyze documents and student needs to see gaps and constraints that occur in achieving learning objectives, 2) Design, at this phase researchers begin designing a syllabus based on the results of document analysis and needs analysis, 3) Development, the syllabus designed then developed using a scientific learning model.

3 RESEARCH FINDING

3.1 Results of Document Analysis and Needs Analysis

The results of the *Istima* syllabus document analysis found that the purpose of learning was so that students

could understand spoken language, in the form of daily conversations, Arabic dialogues, and videos in Arabic. Learning objectives are applied using theme-based learning. The predetermined theme at each meeting, students are asked to listen, then imitate the example of pronunciation, do question and answer and answer oral and written exercises.

Based on the analysis of the syllabus document, it appears that the competencies achieved are the same at each meeting, students can listen and understand according to the theme.

The results of the needs analysis carried out on 40 students of the Arabic Language Education Jakarta State University are shown below:

3.1.1 Results of Analysis of Difficulty Criteria

Needs analysis of the difficulties criteria was carried out to determine the extent of the difficulties faced by students after following the *Istima.* course. The researcher gives a statement, the results obtained are as follows:

Indicator of Difficulty	Score
Difficulty in understanding fast sentences	125
Difficulty in understanding speech from native speakers	119
Difficulty in understanding Arabic lectures/sermons	118
Difficulty in reasoning/guessing the meaning of vocabulary on the material heard	115
Difficulty in understanding the contents of the text in detail	114

3.1.2 Results of Analysis of Necessary Criteria

The needs analysis of the necessary criteria is done to determine the extent to which competencies should be mastered by students after following the *Istima.* The researcher gives a statement, the results obtained are as follows:

Indicator of Necessary	Score
Determine the meaning of the text that is played	166
Carefully select the main parts of the material that is listened to	164
Determine keywords to find the subject matter of the text being played	164

Reasoning / guessing the meaning of words on the material being played	163
Quickly search for the main topics of the text being played	161

3.1.3 Results of Analysis of Wants Criteria

Analysis of the needs of the wants criteria is used to find out material that is of interest to students. The researcher gives a statement, the results obtained are as follows:

Indicator of Wants	Score
Audio material	40
Music and lyrics of Arabic songs	40
Audio-visual material	39

3.2 Syllabus Design

The results of document analysis and needs analysis are used as the basis for compiling the syllabus as needed. According to Harmer (2001), there are several criteria that must be considered in preparing syllabus, or others: 1) Learnability, related to the level of difficulty students will learn, 2) Frequency, related to the items of language that are most often or rarely used in language activities, 3) Coverage, related to several words or structures including other words or structures, 4) Usefulness, related to the closeness of lexical items to the daily lives of students so that it is useful if discussed in class. Richards & Lacorte, (2007) gives consideration that in compiling the syllabus, it is necessary to sequence and scope. The scope of this teaching relates to the breadth and depth of coverage of things in teaching.

Developing a syllabus that fits your needs begins with determining the goals and achievements of learning. Learning outcomes in the design of the scientific-based syllabus launched Bloom's Learning Theory Cognitive Domain. In this study, researchers focused on the cognitive dimensions of C1 (Assuming), C2 (Understanding), C3 (Applying), because my *Istima* course was a tiered course, lectures were conducted with assistance in several semesters. Bloom's Taxonomy is a hierarchical structure that identifies skills ranging from low to high levels. In *Istima* learning identification of tiered learning will be made, ranging from very basic knowledge and skills to fairly complex knowledge and skills. Nunan (1988) in his work "Syllabus design" stated, "We saw that product syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses are those which focus on the learning experiences themselves".

Hermawan (2011) claimed that listening skills can be achieved by continuous training in listening to the differences in the sound of words (phonemes) with other elements according to the correct letters, either directly from the native speakers (al-nathiq al-ashli) or through recording. The planned Course Learning Outcomes (CLO) are: 1) able to link linguistic signs with paralinguistic signs (intonation, pause, and pressure); 2) able to identify sounds, and; 3) able to connect the listening conversation with knowledge and experience.

Based on the Course Learning Outcomes, the learning outcomes in terms of knowledge include: 1) know articulation/letter sounds in Arabic; 2) know the length of the letter sounds in Arabic; 3) understand intonation, pause, and pressure in Arabic; 4) understand the order of information, imagine the situation (place & time) and the situation in the material; 5) understand the purpose and direction of conversation. Learning outcomes in terms of skills include: 1) able to imitate with clear articulation; 2) able to connect linguistic signs with paralinguistic signs (intonation, pause, and pressure); 3) able to practice communication with friends.

3.3 Development of the Learning Process

The scientific model has several characteristics: 1) Objectives, learning is always carried out on certain objects; 2) Factual, learning based on facts and real phenomena and can be justified; 3) Systematic, learning according to the learning phase; 4) Method, learning is carried out with methods that have been tested for effectiveness; 5) Be careful; 6) Logical, meaning learning is done by raising things that make sense; 7) Actually, learning always involves the context of today's life as a source of meaningful learning; 8) interested, learning is done without partiality of students; 9) argues, learning is not done by growing opinions accompanied by evidence; and 10) Verification, student learning outcomes can be verified and confirmed (Abidin, 2014).

The scientific learning model starts with student observation on the material being listened to. followed by the process of reasoning, asking questions, conducting experiments by following examples of how native speakers communicate, and concluding subjects. In the implementation of scientific learning, there are several components of the learning process, including 1) observing; 2) asking questions; 3) reasoning; 4) do experiments; 5) connect/conclude; 6) communicate. The stages of learning activities carried out in scientific learning do not have to follow rigid procedures, but can be adapted to the knowledge they want to learn (Sani, 2014).

The *Istima* learning process is based on the syllabus developed, the material used is varied, not just audial material. Each material can be tailored to the needs of students, for example, to present native speakers or use audiovisual material. With this material students not only listen to the ways of communicating but also see the elements outside of language and cultural elements at once.

Learning with the integration of scientific activities is an activity of inquiry, the process of thinking to understand something is done by asking questions. In applying scientific learning, in addition to inquiry-based activities, it can also be done with discovery learning, which is skill-based learning that emphasizes the ability of students to find knowledge. for example students are welcome to listen to Arabic from whatever source they want to listen. The discovery of this knowledge is based on learning experience, everyday experience, applicable laws, the principles used, so as to provide an opportunity for the development of learners' thinking skills.

4 DISCUSSION

Scientific learning models guide students in solving problems through careful planning, defining learning resources, observing, analyzing to produce inferences about what they are listening to. In carrying out this activity, students are built on their sensitivity to a phenomenon, dare to ask questions, are careful in collecting data, are able to draw conclusions in response to the questions they ask (Abidin, 2014). In Barringer's view, it is argued that scientific learning is a study that guides students to think systematically, critically and creatively. Students are guided to conduct research activities and develop knowledge concepts (Sani, 2014).

Based on some of the above points, it can be concluded that scientific learning not only views learning as a final step, but that learning is viewed as very important. in the process of finding knowledge rather than transferring knowledge, students are viewed as subjects of learning that need to be actively involved in the learning process, the teacher is merely a facilitator who guides and coordinates the learning activities. In this model, students are encouraged to undertake the process of seeking knowledge of the subject through a variety of scientific process activities as scientists conduct scientific research, and

thus students are directed to discover new facts, develop concepts, and new values needed for his life.

5 CONCLUSIONS

Scientific learning emphasizes that learning material is based on facts or phenomena that can be explained by specific logic or reasoning; not about as much. This scientific learning invites students to discover something independently, making it appear that learning is not just about learning as the last destination, but the learning process is very important.

This study aims to develop a syllabus based on curriculum and students' needs using a scientific approach. This scientific model, students are asked to carry out the process of finding knowledge through various activities to discover for themselves the facts, and new values needed for their lives. in the process of finding knowledge, students are seen as subjects of study who need to be actively involved in the learning process, lecturers are only facilitators who guide and coordinate learning activities.

Responding to the difficulties faced by students in *Istima*, then learning areas of knowledge that need to be developed include understanding the point of articulation in Arabic, understanding paralinguistic elements, understanding how to predict the meaning of terms that are difficult to understand by relating them to context. While learning skills in terms of skills that need to be developed are able to connect linguistic signs with paralinguistic marks, they are able to connect memorized texts with personal knowledge and experience, able to reason and guess the vocabulary or meaning conveyed, able to identify keywords, are able to visualize memorized material into memory, able to interpret the meaning and purpose of the conversation.

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