

## Implementation of Formative Evaluation on Arabic Debate Learning to Improve Arabic Language Skills

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### ABSTRACT

#### Keywords:

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formative evaluation,  
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A formative evaluation process on Arabic debate learning needs to be carried out. This is a form of anticipation of student weaknesses in speaking skills ahead of the final exam. The use of Arabic debate methods is used to train students in improving Arabic language skills, especially in the field of *mahārah al-kalām*. This study aims to evaluate debate learning using formative evaluation. The evaluation is carried out during the learning process. Researchers use descriptive qualitative research methods with field research models. The results of this study show that the formative evaluation process is carried out by providing feedback and input from each student. In addition, students are also asked to provide evaluations through research sheets. The achievement index scale used as a reference for educators in evaluating the assessment score that will be obtained by students is 100 with a value scale of 75-87. This evaluation can help Arabic teachers to reflect on the learning that has been done.

#### Kata Kunci:

Debat bahasa Arab,  
evaluasi formatif,  
*mahārah al-kalām*

Proses evaluasi formatif pada pembelajaran debat bahasa Arab perlu dilakukan. Hal ini menjadi salah satu bentuk antisipasi kelemahan mahasiswa dalam keterampilan berbicara menjelang ujian akhir. Penggunaan metode debat bahasa Arab digunakan untuk melatih mahasiswa dalam meningkatkan kemampuan berbahasa Arab, khususnya dalam bidang *mahārah al-kalām*. Penelitian ini bertujuan untuk mengevaluasi pembelajaran debat menggunakan evaluasi formatif. Evaluasi tersebut dilakukan selama proses pembelajaran berlangsung. Peneliti menggunakan metode penelitian kualitatif deskriptif dengan model penelitian lapangan. Hasil penelitian ini menunjukkan bahwa proses evaluasi formatif dilakukan dengan adanya pemberian umpan balik dan masukan dari setiap mahasiswa. Selain itu mahasiswa juga diminta untuk memberikan evaluasi melalui lembar penilaian. Adapun skala indeks ketercapaian yang digunakan sebagai acuan pendidik dalam mengevaluasi yakni skor penilaian yang akan didapatkan oleh mahasiswa adalah 100 dengan skala nilai 75-87. Evaluasi ini dapat membantu pengajar bahasa Arab untuk merefleksikan pembelajaran yang sudah dilakukan.

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## 1. Introduction

The problem of low Arabic speaking skills among Islamic university students is an indisputable factor (Shidqi & Mudinillah, 2021). One of the reasons is the lack of habituation in speaking Arabic (Rafsanjani & Nuruddaroini, 2022). This is what experienced by students of the Arabic Language Education study program UIN Kiai Haji Achmad Siddiq Jember. This weakness became apparent when the student presented his thesis in front of the examiner in Arabic. This phenomenon requires stakeholders at the study program level to immediately move to innovate. To overcome this problem, a scientific debate course using Arabic was made. This activity is basically just an additional activity on several campuses that have Arabic study programs. In other words, this activity can be carried out at the will of students personally outside of lectures (Mufidah & Nuryani, 2019). However, at UIN Kiai Haji Achmad Siddiq, this is a compulsory subject for Arabic Language Education students.

The application of scientific debate with Arabic as a course is one of the efforts to overcome the crisis of student speaking skills. This is because the debate requires each student to be active in presenting arguments. This means that students are asked to be braver in Arabic despite mistakes. Because Arabic speaking skills can be acquired by practicing speaking as often as possible (Zulkifli & Junaidi, 2022). However, there is another obstacle that arises when this Arabic debate lecture has been running for some time. The obstacle in question is the existence of students who have limitations in the active use of Arabic. Not even a few say that the Arabic debate is difficult (Agung, 2020). To overcome this, lecturers of Arabic debate courses take a middle way by applying formative evaluation.

There are several studies examining the Arabic debate. Agung stated in his research that in order for students to be confident in Arabic debate, it is necessary to apply other methods such as *sugestopedia* (Agung, 2020). The study written by Maturedy is related to the Arabic debate in the midst of the Covid-19 pandemic. This article specifically examines the response of Arabic debaters to the conduct of Arabic debates with an online system. In addition, this article also describes the challenges and obstacles during the debate (Maturedy et al., 2021). Then, there is an article written by Mahdi *et al.* related to the Arabic debate. In this study, the focus of research is the grammar and diction of Arabic debaters. In other words, this article analyzes the various forms of mistakes made by debaters (Mahdi et al., 2022). Then, Abdullah's study discusses the analysis of syntactic and morphological errors in debator Arabic speaking skills in the ASEAN debate competition (Abdullah *et al.*, 2021). From the four studies that have been mentioned, it can be seen that there has been no research specifically related to the Arabic debate in terms of learning evaluation. Therefore, researchers are interested in writing about the use of formative evaluation in learning Arabic speaking skills by students.

This paper aims to complete the study on the evaluation of speaking skills learning for students. Therefore, through this paper the researcher seeks to describe how the implementation of formative evaluation in *mahārah al-kalām* learning with the active debate method. This research is important because this research can be an alternative for Arabic lecturers in conducting assessments, especially for lecturers who teach courses related to Arabic speaking skills.

The application of formative evaluation in Arabic debate courses can be used as a solution to overcome the problem of student speaking skills. In other words, every student has the opportunity to speak Arabic during their studies. This can be done in his role as a debating team member or as a commentator providing feedback on each debate team's performance.

## 2. Method

This research was conducted on students of the Arabic language education program at Kiai State Islamic University Haji Achmad Siddiq Jember. The condition of the development of Arabic language learning through the Arabic Debate method is quite interesting to be researched and studied further to find out the evaluation model used in achieving the objectives of Arabic language learning, especially in the field of *mahārah al-kalām*.

This research uses a descriptive qualitative approach with a field research model (Sugiyono, 2017). The use of eight studies in this study to reveal facts and phenomena that occur. The source of data used in this study was students and lecturers of the Arabic language education program at Kiai State Islamic

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University Haji Achmad Shiddiq Jember who received the *Munāẓarah 'Arabiyah Course*.

The data collection technique used in this study is participatory observation by observing the object of research and interviews with several resource persons in depth. This is done by researchers to explore the data needed to answer the research objectives that have been formulated previously.

### 3. Results and Discussion

#### 3.1. Formative Evaluation

In the teaching and learning process, evaluation is a final stage that must be carried out by educators, in order to find out the results of the learning carried out (Ridho, 2018). Basically, the word evaluation comes from English, namely evaluation, which means assessment of something. So that evaluation in the learning process has a role to determine value. Learning evaluation is a qualitative assessment, because the evaluation not only determines the value but the meaning of the process carried out by students also needs to be considered (Ratnawulan & Rusdiana, 2014). Thus educators know the achievement of learning outcomes in accordance with previously designed learning objectives.

The evaluation model that is often used in learning is the formative evaluation model. Formative evaluation is an activity to determine a value in order to get feedback and the results of the assessment can be used to improve the learning process to be better than before (Arikunto & Jabar, 2004). Formative evaluation is carried out during the learning process, so that educators are able to find out how effective the learning process that has been designed (Mardiah & Syarifudin, 2019). Thus educators are able to find out the obstacles that occur during the teaching and learning process. In addition, formative evaluation can provide stimulus and feedback as well as initial diagnostic information in student learning achievement (Ramdhani, 2020).

In the world of education, Arabic language learning has its own problems and obstacles. Problems that exist in the world of education must be addressed and faced by educators by finding the right and correct solutions. The challenges faced in the problem of learning Arabic are viewed from two main factors, namely internal and external (Zainuri, 2019). Therefore, Arabic language educators need proper evaluation activities in the learning process. Formative evaluation is a tool used by educators to determine the temporary value obtained by students during the learning process. This aims to determine the improvement of language skills possessed by each student.

#### 3.2. Overview of the Arabic Debate in Indonesia

In today's modern era, many Indonesians are learning foreign languages. For them, learning a foreign language is a matter of pride. Because when they learn a foreign language, they will increase new knowledge (Kholid, 2017). Arabic is a type of language learning that refers to talents and interests, so that in mastering it requires special abilities from students (Putri, 2017). There are four language skills in Arabic language learning, which include *mahārah al-kalām*, *mahārah al-istimā'*, *mahārah al-qirā'ah* and *mahārah al-kitābah*. Each skill has different characteristics and learning methods.

In learning aspects of Arabic speaking skills there are various ways, namely through daily conversation (*muḥāwarah*), speech, and scientific debate (Syamaun, 2016). To master the ability to speak, students are required to appear brave and confident in delivery. Self-confidence and courage are an encouragement in practicing foreign language skills. Learning Arabic speaking skills must also be adjusted to the abilities of each student.

Arabic debate is one type of language skills learning in the field of *mahārah al-kalām*. Arabic debate is an activity that encourages individuals to think more critically about a problem, and in their delivery they will use Arabic as the language of instruction. This understanding is in accordance with the statement Romadhon and Na'im (2020) that Arabic debate is a form of activity in expressing the main idea of thought in which the main idea of thought will be rejected or accepted by two parties of the group that has been formed before. Speaking skills using the debate method are not merely abilities that are inherited by everyone, but skills that are carried out with intensive special training and direct practice simultaneously. This is in agreement with the theory of behaviorism which says that foreign language learning needs to be done habitually and done repeatedly and equipped with several language exercises carried out with a communicative approach so as to achieve the desired goals (Khasanah, 2018). On the other hand,

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practicing Arabic speaking skills using the debate method can make students think critically and be able to convey it straightforwardly and firmly.

There are two styles of Arabic debate systems that are often used in Indonesia, namely the *Asean Parliamentary System* and the *British Parliamentary System*. In its application, the two systems have a slight difference, which lies in the number of team members. Arabic debate with *ASEAN Parliamentary System* team members will consist of 3 people in each group, while *British Parliamentary System* consists of two people for each group. The two groups used in the Arabic debate for the participants will be divided into two, namely the defending group (*farīq al-ḥukūmah*) and the resisting group (*farīq al-mu'āraḍah*) (Burdah, 2016).

The method of debate in learning Arabic is generally the same, but there is only a slight difference from others, namely in the delivery that uses Arabic. Therefore, debate is a method that is widely used in learning Arabic, especially at the student level. With the debate method is able to improve one's speaking skills. Because in its use in addition to being required to think critically, a person will also get new vocabulary used in dreaming up an argument or opinion (Simarmata & Sulastri, 2018).

By definition, Arabic debate is not a scary, boring, or confusing activity for learners. But activities that will bring a happy, stressful atmosphere, and hone students' ability to think more critically (Jannah, 2018). This opinion is also supported by Dori Wawan Hendrikus that debate is an activity that expresses an idea in the form of a group by knocking down each other's opponents to get a victory or achieve unilateral goals (Hendrikus, 2010). The presentation of arguments using Arabic is one of the right encouragements in training active Arabic for students, especially in learning *mahārah al-kalām*.

As we already know that the delivery of thoughts using Arabic in learning *munadzarah 'Arabiyah* is one of the language skills in the field of *mahārah al-kalām*. Speaking skills (*mahārah al-kalām*) is an active language learning activity, so in testing the achievement of student learning on a language skill, action is needed to evaluate it. Like learning in general that the evaluation used will be related to tests, measurements and assessments (Rona, 2018).

### **3.3. Implementasi Evaluasi Formatif Dalam Pembelajaran Munadzarah 'Arabiyah**

The Arabic debate at Kiai Haji Achmad Shiddiq State Islamic University Jember was packaged in *munāḍarah 'Arabiyah learning*. The *ASEAN Parliamentary System* is one of the debate styles used in the learning of *munāḍarah 'Arabiyah*. In the process there are two groups consisting of a defense group (*farīq al-ḥukūmah*) and a reject group (*farīq al-mu'āraḍah*) in each group there are three members. As for predetermined themes to debate and discuss. In this process, students will exchange ideas and think critically. In addition, students are also required to convey their thoughts using Arabic. Educators have an important role during the learning process, namely to find out the achievement of students towards *munāḍarah 'Arabiyah learning*.

Formative evaluation is one of the evaluation models used by *munāḍarah 'Arabiyah* educators at Kiai Haji Achmad Shiddiq Jember State Islamic University, this aims to determine the improvement of students' speaking skills (*mahārah al-kalām*) and the achievement of learning materials each week. The aspects that need to be considered by educators in evaluation with formative models in *munāḍarah 'Arabiyah learning* include language skills or language skills, argument content, integrity and attitude in delivering arguments when arguing (Burdah, 2016). Based on the previously mentioned aspects, students are encouraged to read better and practice in mastering Arabic vocabulary and its arrangement when delivering arguments. Because the delivery of arguments orally and spontaneously using Arabic is not easy for students, especially beginner Arabic learners. Delivering arguments without preparation will make students silent and not confident by the arguments they will present during the debate. On the other hand, educators also hope that learning Arabic debate can encourage students to have a broader insight into knowledge and phenomena that are happening (Qura & Rahmayanti, 2021), so that the argument presented will have a strong content weight.

To assess the quality of argument content in Arabic debates can be reviewed through the material presented by students. Ideally, the material presented is logical and relevant to the existing facts. In addition, the material presented must be based on theory or valid reference sources. The integrity of the content of the argument is also needed in its presentation, because if the arguments presented are not in harmony with one another, then the argument is considered not strong or fails. In addition, learning *mahārah al-kalām* through Arabic debate trains students to use the right and accountable language

(Mufidah & Nuryani, 2019).

The assessment of language skills or language skills in Arabic debates will focus on tests of fluency in pronunciation, fluency and diversity of language elements used when delivering an argument. In terms of fluency, it can be seen that students are able to speak clearly in accordance with the *makhārij* letters. The aspect of fluency in delivery does not mean being able to speak quickly but students are able to express arguments calmly and clearly, or in other words not choked or stammered. Meanwhile, the diversity of uslub can be seen through the wording with good diction and the diversity of standard vocabulary used during delivery.

Politeness and politeness in delivering an argument are also needed by students, because it also trains the manners and attitudes of students. The assessment of politeness and politeness can be reviewed through the way of appreciating individuals in delivering material, namely from the attitude of accepting and not insulting the interlocutor.

The assessment provisions that have been set in measuring the ability of students in Arabic debate activities. Here are the score provisions used in the Arabic debate (Burdah, 2016):

- The content of the discussion material 40 with a value scale of 31-35
- Manners and politeness 40 with a value scale of 31-35
- Language validity 20 with a value scale of 13-17

So that from the exposure of existing values, the scale of the achievement index that will be obtained by students is 100 with a value scale of 75-87.

قائمة المناظرة :				جولة المناظرة :			
اسم الحاكم :				اسم الحاكم :			
الموضوع :				الموضوع :			
المجموع	الصحة اللغوية	الأداء والسلوك	المتصون [4-]	المجموع	الصحة اللغوية	الأداء والسلوك	المتصون [4-]
[100-]	[20-]	[40-]	[4-]	[100-]	[20-]	[40-]	[4-]
75-87	13-17	31-35	31-35	75-87	13-17	31-35	31-35
المناظرة				المناظرة			
اسم المعارض الأول :				اسم المعارض الأول :			
اسم المعارض الثاني :				اسم المعارض الثاني :			
اسم المعارض الثالث :				اسم المعارض الثالث :			
المجموع	الصحة اللغوية	الأداء والسلوك	المتصون [2-]	المجموع	الصحة اللغوية	الأداء والسلوك	المتصون [2-]
[50-]	[10-]	[20-]	[2-]	[50-]	[10-]	[20-]	[2-]
31-43	5-9	13-17	13-17	31-43	5-9	13-17	13-17
المناظرة				المناظرة			
اسم المتكلمين :				اسم المتكلمين :			
المجموع الكلي				المجموع الكلي			
فرق الدرجات :				فرق الدرجات :			
الهوية الفرقة :				الهوية الفرقة :			
أفضل المناظر :				أفضل المناظر :			
ملاحظة :				ملاحظة :			

Figure 1. Arabic Debate Assessment Column

In this case, educators apply formative evaluation at each *munāḍarah 'Arabiyah* learning meeting using the assessment scale previously described as a measure of student learning achievement in Arabic debates. Based on the results of observations that have been made by researchers that the application of formative evaluation in learning *munāḍarah 'Arabiyah* also involves students. So that not only educators who evaluate during the learning process takes place. In the process, students are asked to listen and note the shortcomings that exist in the group that is presenting. Then at the end of the learning these notes are delivered as consideration to improve the ability of each student. This shows that the evaluation process is carried out when learning takes place without any ties to the midterm exam (UTS) final semester exam (UAS). Thus, it can be seen that the application of formative evaluation in *munāḍarah 'Arabiyah* learning has an important role. Because, educators will know the improvement of the ability of students in Arabic debates every week and know the obstacles that interfere with learning achievement during the learning process. So that educators can improve the quality of teaching and learning directly for future learning meetings to be better than before, both in terms of student ability and learning methods used by an educator.

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#### 4. Conclusion

Educators use formative evaluation as an assessment tool to measure educator success and student achievement during the learning process. This is shown by student involvement by providing input and feedback to each student's performance. Then students are also asked to provide an assessment with a debate-specific assessment sheet. The assessment element in the debate course includes the content of 40 discussion materials with a value scale of 31-35; Manners and politeness 40 with a value scale of 31-35; and Language validity 20 with a value scale of 13-17. So that from the exposure of existing values, the scale of the achievement index of learning Arabic debate in students is 100 with a value scale of 75-87.

Based on these conclusions, an evaluation model like this is expected to be a step to anticipate students' weaknesses in aspects of speaking skills before they enter the final exam. In addition, the formative evaluation model can be used in learning Arabic speaking skills with other models. Such as speeches, reading poetry to reading news in Arabic.

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