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**LAC (Language Advisory Council) and CLI  
(Central Language Improvement) Efforts in  
Linguistic Activities in Improving the Speaking  
Skills of Tenth Grade Students in Preparation  
Class**

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### Abstract

LAC (Language Advisory Council) is one of the centers to improve the linguistic abilities of students at the Muhammadiyah Islamic Boarding School, LAC also collaborates with one of the language organizations that is handled directly by OSPPM (Muhammadiyah Islamic Boarding School Student Organization). In this research, we investigate: 1) What are the efforts of the LAC and the central language department in improving speaking skills for linguistic activities in MBS Klaten? 2) Analyze the extent of the students in this activity. The objectives of this research are: 1) To analyze the efforts of LAC and the language part in lungistic improvement. 2) Analyze the extent of student improvement in this activity. The method used in this study was descriptive qualitative with the following writing steps: 1) Data Collection, 2) Data Analysis, 3) Conclusion. The results of this research are the preparation of language policies and curricula, supervision and preparation of programs, teacher training facilities and resource development.

**Keywords:** Efforts, Language Advisory Council, Speaking skills.

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### INTRODUCTION

In Indonesia, there is a notable scarcity of books and educational resources designed to instruct Arabic to non-Arabic speakers. Consequently, millions of Muslims and other non-Arabic speakers encounter significant challenges in acquiring this language. This predicament may stem from the absence of clear educational objectives and ineffective teaching methodologies that fail to adequately address students' comprehension, particularly concerning linguistic rules essential for accurate

verbal expression. (Ali Ahmad Madkhool, Iman Ahmad Haridi, 2006). The challenge of teaching Arabic remains a fundamental issue for non-native speakers.

The challenges we encounter in learning Arabic do not inherently imply that it is alien to us as Indonesians. Fundamentally, a profound commitment to mastering the Arabic language is imperative for attaining the anticipated outcomes (Jaad, 2003). In pursuit of educational objectives, it is imperative for educators to possess adeptness in classroom management while also meticulously considering the efficacy and efficiency of their designed learning activities. To realize this objective, educators must assist students in attaining meaningful learning experiences. The pursuit of effective learning serves as a means to assess the efficacy of Arabic language acquisition, particularly concerning both the methodologies employed and the resultant outcomes. The function of educators in the realm of education extends beyond mere instruction. Language correctors should also contribute to the advancement of Arabic language instruction by establishing training centers, language laboratories, and media that are presented in a clear and accessible manner (Yusuf and Anwar, 1995).

Arabic holds a significant appeal in the realm of education, whether in schools or institutes, due to its classification as a Semitic language. It plays a crucial role, enriched by its esteemed literature and stylistic depth, as well as being the language of the Qur'an and Hadith (Abdul Majid Aissani, 2012). This language has been adapted to align with the comprehension capabilities of nations globally, as articulated in the words of Allah SWT:

“We have not sent a messenger except in the language of his people to clarify ‘the message’ for them. Then Allah leaves whoever He wills to stray and guides whoever He wills. And He is the Almighty, All-Wise” (Q.S. Ibrahim, 4).

Numerous educational institutions, especially Islamic boarding schools (pesantren) emphasizing language education, consistently engage in systematic endeavors to enhance these competencies. The roles of two essential bodies, the Language Advisory Council (LAC) and the Central Language Improvement (CLI), are

crucial. The LAC, functioning as an advising entity and language policy architect, is tasked with establishing the trajectory and overarching strategy for language acquisition, with a particular focus on the enhancement of speaking skills. Simultaneously, the CLI, as the forefront of program execution, is responsible for converting these policies into actionable initiatives that directly affect students (Gass & Mackey, 2016; Ellis, 2020; Long, 2021). This topic centers on 10th-grade pupils (preparatory class), a pivotal phase in which they commence rigorous language acquisition and are anticipated to establish a robust foundation for oral communication. This phase is essential as it is in the preparation class that linguistic habits and the confidence to communicate commence their development. The initiatives of the LAC and CLI at this phase extend beyond the provision of instructional materials or the establishment of speaking practice regimens. Furthermore, they emphasize the development of an immersive linguistic environment, wherein students are organically motivated to utilize the target language across many circumstances. This entails the development of a curriculum that emphasizes a communicative and task-based methodology (Task-Based Language Teaching, TBLT), which has demonstrated efficacy in fostering genuine engagement and language production (Ellis, 2020; Long, 2021).

Language serves as a means for individuals to communicate, facilitating comprehension of desired meanings and concepts. Arabic is among the most widely spoken languages globally. It is spoken by more over two hundred thousand individuals. It is undeniably essential for many Muslims globally, as language serves as a medium of cognition, a means of communication, and a form of expression. The culture of each society is ingrained in its language, lexicon, grammar, morphology, texts, art, and literature, and no human civilization can thrive without linguistic revitalization (Ali Ahmad Madkhool, Iman Ahmad Haridi, 2022). Arabic instruction is an educational endeavor designed to foster, direct, enhance, and refine proficient Arabic language abilities. Effective Arabic refers to the capacity to speak proficiently with others in fluent language, whereas negative Arabic pertains to the ability to comprehend others' talks and grasp the meaning of written material. Proficiency in Arabic and a favorable disposition towards the language are essential,

as they facilitate comprehension of the foundational texts of Islamic teachings, specifically the Quran, Hadith, and Arabic literature pertaining to Islam (Rusydi Ahmad Taima, 2004).

Speaking is a vital ability that follows listening. It includes dialogue and verbal articulation. Speech is a productive talent necessitating the teacher's precise use of sounds and mastery of grammatical structures, phrase composition, and word arrangement to effectively communicate the speaker's intent (Ramadhan Abdel Tawab, 2005). Articulating letters from the primary source and elucidating for the listener is a vital competency. Incorrect pronunciation of letters may lead to misunderstandings of meaning. For instance, in the word (ذهاب) "zahaab," omitting the letter "dzal" results in (زهاب) "zahaab." Similarly, (حراث) "harts" becomes (حرس) "hars," (قل) "qul" transforms into (كل) "kul," (ثمن) "tsaman" is confused with (سمن) "saman," and (ناضرة) "naadhiroh" is mispronounced as (ناظرة) "nadziroh." Consequently, it is essential to engage in extensive vocabulary exercise and sentence construction to enhance this skill.

The Muhammadiyah Boarding School is one of the largest schools in Indonesia that has upheld Arabic language instruction for the pronunciation of other languages since its establishment by Muhammadiyah. The Muhammadiyah Boarding School upholds its objectives through its MTs (Islamic Junior High School) and MA (Islamic Senior High School) curricula, guaranteeing students' proficiency in both Arabic and English. The institution's founder exhibited endurance by employing direct approaches, such as conversation, in instructing pupils in these two languages (Fakhruddin, 2020). Direct methods disregard individual variances among students. Intelligent pupils capable of drawing conclusions are those who can establish links between a foreign phrase and a scenario, so reaping the benefits of this strategy. This strategy results in confusion, frustration, and despair for preparation pupils. This indicates that students within the same semester have considerable variation in their language proficiency levels. The Muhammadiyah Boarding School Islamic Boarding School has created a dedicated division within the student organization, LAC (Language Supervisor) and CLI (Central

Language Department), to facilitate language usage and coordinate language-related activities among students. CLI is a student group dedicated to enhancing the quality of language. This organization offers several advantages: Establishing official language facilities (Arabic and English) at the Muhammadiyah Boarding School Islamic Boarding School, coordinating student initiatives to enhance proficiency in the official languages, and overseeing the overall improvement of language quality at the institution.

Comprehensive studies have been undertaken to enhance speaking proficiency in foreign language acquisition, especially within the realm of general education. Numerous studies have investigated the efficacy of pedagogical approaches including Task-Based Language Teaching (TBLT) (Ellis, 2020; Long, 2021), the significance of communicative interaction (Gass & Mackey, 2016), the necessity of generating extensive output, and the influence of language anxiety on speaking performance. Nevertheless, a notable deficiency exists in the literature that thoroughly examines the implementation and collaboration of two distinct institutional frameworks—the Language Advisory Council (LAC) and the Central Language Improvement (CLI)—regarding the enhancement of speaking skills among 10th-grade (preparatory) students in Islamic boarding schools. The distinctiveness of this research resides in:

1. An Examination of Synergy Between Two Principal Entities: This study will be among the first to thoroughly elucidate the strategic collaboration between the LAC (as the visionary and policy architect) and the CLI (as the operational executor) in attaining linguistic objectives. It will elucidate the coordination, communication, and support systems that facilitate the effective implementation of top-down policies while addressing the bottom-up demands of students.
2. Emphasize Adaptive Implementation within the Pesantren Context: We will underscore the methods by which the LAC and CLI design and modify speaking enhancement initiatives (e.g., daily language programs, debate clubs, speaking clinics) to correspond with the distinct values, practices, and challenges inherent to the pesantren environment. This will yield novel insights into

optimal practices within the distinct framework of Islamic education. 3. Examination of Synergy's Influence on the Development of Speaking Skills in Preparatory Grade Students: This study delineates the initiatives undertaken and scrutinizes the specific impact of the synergy between LAC and CLI on the cultivation of speaking confidence, fluency, and accuracy among students in the foundational phase of grade 10. We will examine how a blend of targeted policy and adaptive implementation can surmount learning obstacles, including anxiety, and expedite the development of speaking abilities in this emerging age group.

Through the observation of the prevailing occurrence, researchers identified issues in their Arabic discourse. Certain students in this preparatory class exhibited deficiencies in conversational proficiency in Arabic, as indicated by their poor ratings in the language at this institution. The Arabic language scores fell short of the acceptable level of 5.10. As elucidated by several Arabic instructors, researchers noted that some exhibited deficiencies in picking suitable vocabulary and structuring it in accordance with linguistic conventions while speaking Arabic.

## **RESEARCH METHOD**

Sugiono stated that research procedures serve as practical means to get data for specific objectives and advantages in attaining desired scientific outcomes. To obtain the necessary scientific facts, researchers employ the following methodologies (Sugiyono, 2004).

The researcher employs a descriptive field study or qualitative investigation, specifically detailing the state of information and data (Sugiyono, 2009). The researcher intends to investigate through field research the initiatives of LAC and CLI in linguistic activities aimed at enhancing the speaking proficiency of 10th grade students (preparatory class) at the Muhammadiyah Islamic boarding school. The subjects of this study include members of the language supervisory body and both male and female students at the institution. The research participants include the

boarding school director, Arabic language instructor, musyrif, and numerous male and female pupils from the institution.

## **RESULTS AND DISCUSSION**

### **Arabic Language Learning at MBS Klaten Islamic Boarding School**

Since its inception, the MBS Klaten Islamic Boarding School, under the auspices of Muhammadiyah, has conducted Arabic language instruction throughout the week, from Saturday to Thursday. Classroom education occurs during formal teaching hours, while supplementary education is provided in the afternoon, particularly for the 10th grade (preparatory class), utilizing the text "Durusul Lughoh Volume 1-2." Arabic language learning at MBS Klaten is overseen by the Language Supervisor (LAC).

Educational objectives are fundamental for a teacher to comprehend and attain prior to instruction. The objective is to attain results, choose the appropriate course, and identify the intended outcome. The primary objectives of Arabic instruction at MBS Klaten are: a) Students will comprehend the Qur'an and Hadith as foundational texts of Islamic jurisprudence. b) Students will acquire proficiency in both active and passive Arabic communication. The explicit objectives of acquiring Arabic at MBS Klaten are as follows: Proficiency in grammatical comprehension. b) Proficiency in accurately perceiving words and sentences in Arabic. c) Proficiency in comprehending and employing contemporary vernacular utilized in daily interactions. d) Capability to articulate all comprehended information. g) Capability to transcribe their spoken words.

### **Arabic Language Learning Module at MBS Klaten Islamic Boarding School**

MBS Klaten employs the book "Durusul Lughoh" to augment the knowledge of its students. This book is utilized for one year, mainly in the continuing education program.

### **Language Advisor (CLI) at MBS Klaten**

It is affiliated with the Islamic Boarding School Organization, which endeavors to uphold the linguistic proficiency of the pupils. CLI is an organization involved in the

language department, specifically Arabic and English, at the Muhammadiyah Islamic Institute in Klaten. Its application is observed in students' daily language usage, language infractions, and the enhancement of linguistic knowledge and its distribution to pupils. This department promotes the official languages (Arabic and English) at the Muhammadiyah Boarding School in Klaten, coordinates student creativity in enhancing these languages, and serves as a general authority in advancing the quality of the official languages at the Muhammadiyah Institute in Klaten.

Their objective is to safeguard the institute's paramount asset, language, and to advocate for language broadly, with a specific emphasis on Arabic, enabling students, especially those in their tenth semester, to articulate the official language of their era. The Language Promotion Section is essential in coordinating language activities and initiatives to attain these objectives. The responsibilities and obligations of the Language Promotion Section encompass the following: 1) Conducting evaluative meetings for the Language Court. 2) Submitting reports to the head of administration, the head of the seeking entity, and the language regulatory authority. 3) Oversight of morning dialogues, utilization of formal language, propagation of new terminology, and linguistic reform. 4) Reviewing the daily permission booklet, the vocabulary dictionary, the daily attendance report for talks, and categorizing vocabulary by their respective fields, all of which are then recorded.

Non-routine functions encompass: 1) Coordinating the development of language personnel and language initiatives for linguistic enhancement. 2) Composing correspondence in the official language. 3) Implementing linguistic assistance across all tiers. 4) Administering assessments for students on acquired vocabulary. 5) Evaluating and scrutinizing student substitution data pathways. In this process, they cannot proceed independently without the oversight of a supervisor, as the supervisor's insights are essential at every level for the program's success. The language program cannot advance without the support of the logical language department, as they reside with the members and play a crucial role in their engagement in the program.

## **Efforts of LAC and CLI in language activities to improve speaking skills at MBS Klaten**

The existence of the LAC and CLI is essential for enhancing the speaking abilities of pupils at this Islamic boarding school. They coordinate many linguistic activities within the university, including speech practice, supplementary Arabic language instruction, conversations, language enhancement, language-themed performances, and a celebratory stage. These activities are designed for students at this institution under the auspices of the LAC and CLI. The researcher will delineate the activities conducted by CLI hereunder.

- 1) Arabic language activities arranged by LAC and CLI include: a) speech practice, b) supplementary Arabic language instruction, c) discussions, and d) language enhancement. Erroneous sentences will be rectified individually, accompanied by directives to reiterate the revised sentences until they are thoroughly ingrained in the pupils' memory, followed by the task of transcribing them into their notebooks. This approach entails weekly vocabulary updates and linguistic corrections by introducing familiar sentences whose meanings remain unknown to students, hence mitigating pronunciation problems. This program aims to rectify prevalent mispronunciations among pupils, enhance their vocabulary, and facilitate the practice of fundamental language skills.
- 2) The Performance of the Language Ambassador. This program consists of six components: collaboratively responding to questions in writing during class, composing an Arabic essay and delivering Arabic and English presentations, viewing Arabic and English films, answering questions in both languages, listening to songs in Arabic and English, and engaging in spoken discourse in Arabic and English on a specified topic. The concluding event will take place in the hall. The concluding segment is designated to showcase the linguistic proficiency of each participant. The curriculum aims to achieve several objectives, including boosting proficiency in Arabic and English, enhancing students' ethics, acquiring and utilizing new vocabulary, promoting language acquisition through engaging activities, and

fostering a healthy competitive spirit among students.

3) Linguistic Performance. The Language Performance is a program organized by LAC, conducted every Friday, where students convene at a single place.

## CONCLUSION

The researcher derived the following findings from the previous explanation: Students in the 10th grade (preparatory class) encounter difficulties in enhancing their Arabic speaking abilities. The challenges encompass a limited vocabulary, insufficient awareness of the significance of Arabic, difficulties in articulating new vocabulary, inadequate understanding of Arabic grammar, incorrect sentence structure, improper pronoun usage, and apprehension in utilizing the language. The LAC and CLI are essential in addressing these challenges by offering programs aimed at enhancing speaking skills among 10th-grade students (preparatory class). The Arabic language programs encompass speech practice, supplementary language learning, discussions, language enhancement, performances by language princesses, and various language presentations.

The analysis of the previous problems and data indicates that 10th-grade students (preparatory class) demonstrate proficiency in Arabic through diverse language activities implemented by LAC and CLI. Teacher documentation indicates that 70% of students attained excellent grades, while 30% achieved good grades.

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