

The Role of Lecturers (Native Speakers) in Increasing Motivation to Speak Arabic for Students

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Abstract

A native speaker speaks a certain language as their mother tongue. In other words, a native speaker means a native speaker. In class C, semester II of the Master of Arabic Language Education at UIN Maulana Malik Ibrahim Malang, there is one out of six lecturers teaching courses in that class who is a native Arabic speaker. based on the observation that the lack of motivation of students to use Arabic as a language of communication let alone the language of instruction. Therefore, this research aims to describe the role of lecturers (native speakers) in increasing students' motivation to speak Arabic and describe the efforts made by the head of the study program in creating a language environment. This research is field research, and the descriptive qualitative method is used. Data collection techniques used are observation, questionnaires and documentation. The results of the study show how important it is for lecturers (native speakers) to teach courses in order to increase motivation to speak. This role includes four things, namely: the lecturer as an educator, the lecturer as a demonstrator, the lecturer as a mediator and facilitator, and the lecturer as an evaluator. Given the importance of the lecturer (native speaker), there should be a lecturer in each class who is a native speaker of Arabic and a lecturer who is active in the language so that students are motivated to use it as a language of communication in class and outside of class.

Keywords: Lecturer role, native speakers, motivation, speak Arabic

1. Introduction

Allah SWT has provided humans with a sense of curiosity since they were born on earth, while the manifestation of this curiosity is the creation of reason. For this reason, humans must think to gain knowledge that will gradually continue to develop according to the times. To manifest the ability of reason, education is needed. Education is the most important thing in life, as the first verse received by the Prophet Muhammad SAW is the Iqra command 'meaning to read what is stated in Q.S Al-'Alaq verses 1-5. Education is a process of communication between educators and students. One of the functions of education is to transfer values, knowledge and skills from the older generation to the younger generation in order to continue, maintain and develop knowledge that is usually passed through the learning process.

Learning is a process that consists of a combination of two aspects of learning and teaching.

Learning refers to what students have to do, while teaching is oriented to what educators have to do as tutors (Wardoyo, 2003: 21). So it can be interpreted that learning is a series of activities designed to enable the learning process to occur, namely an educator teaches science to students who have the goal of achieving behavior change through interaction between educators and students, in this case, a lecturer and students. The process of learning activities is a process that contains a series of activities on the basis of reciprocal relationships that take place in educational situations to achieve certain goals (Fitrawati, 2020).

The success of an education is highly dependent on the learning process carried out by a teacher/lecturer. One of them is how a teacher/lecturer can package learning strategies. The educator/lecturer is an important figure and quite decisive in the learning process. Even though nowadays there are a variety of richer alternative learning resources, such as books, journals, magazines, the internet, and other learning resources, educators remain the key to optimizing existing learning resources. It remains the primary source of learning. Without it the

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learning process will not be able to run optimally (Hamalik, 2011, p. 124).

With an overview of the duties and roles of educators like this, they should have extensive knowledge and be able to practice it seriously in the learning process, and always guide their students to achieve a better life. Experts argue that certain motives drive human behavior, and learning will be successful if it is based on the motivations that exist in students. students can be forced to follow an action, but he cannot be forced to live the action as it should (Hamalik, 2011, p. 124).

A person will be successful in learning if he has a desire to learn. This is the first principle and law in teaching and learning activities. This desire to learn is called motivation. Motivation, in this case, involves two things, namely, first, knowing what will be learned. Second, understand why it is worth studying. Student learning motivation is the tendency of students to find meaningful and valuable learning activities so that they feel the benefits of these learning activities. Motivation encourages and directs interest in learning to achieve a goal. Goals are something to be achieved by an action that, if achieved, will satisfy the individual. The existence of clear and conscious goals will influence needs, and this will encourage motivation. So, a goal can also motivate a person (Fadlilah, 2018).

In order to achieve these goals, educators play an essential role. He is not just transferring knowledge to his students, but more than that, especially in fostering student attitudes and skills. From some of the explanations above, educators have a very important role. Because apart from being teaching staff they are also mentors, directors, trainers, assessors, and evaluators of students. The process of communication in learning requires a tool, namely language. According to (Yusuf & Anwar, 1997) Language is a communication tool as well as a liaison in everyday human life, both individuals and individuals, or individuals with society and communities with certain nations. It functions as a tool in conveying messages from the speaker to the listener so that the listener understands what the speaker is saying. The message referred to in this case is the ideas and thoughts of the speaker or writer.

Based on the above understanding, it can be seen how important the role of language is in human life. Because, without language, human activities are not created perfectly, and without language, all human activities will be paralyzed, and problems will arise. In other words, language is an inseparable aspect of human life. However, not all languages can be understood by humans as a whole. Al-Gholayaini stated that there are many languages in this world, even though they are different in terms of pronunciation, they have similarities in terms of meaning. And every people is

different in expressing their lafadz with other people. one of them is Arabic. Arabic is the word used by Arabs to express their intentions. It has an important position and a high place among the world's languages as Allah sent down the Qur'an in Arabic (al-Gholayaini, 1944: 7). Arabic is categorized as a foreign language based on the regulation of the Minister of Religion of the Republic of Indonesia number 2 of 2008 concerning Competency Standards and Content Standards for Islamic Religious Education and Arabic (Hermawan, 2013).

As citizens of Indonesia with a Muslim-majority country, of course, Arabic should also be mastered by people who embrace Islam because Arabic is the language of instruction in understanding the sources of Islamic law, namely the Koran and Hadith, which serve as guidelines for human life. People who understand Arabic in depth will find it easier to study and interpret the Qur'an. Understanding Arabic in a learning system is more simply called Arabic language education. Arabic language education is an Arabic language transformation activity through educational processes which are translated through strategies, steps, techniques, etc. in an educational institution (Musthafa et al., 2018).

For Arabic to be used properly and correctly, a supportive environment is needed. Regarding a good and good environment, educators with strong character are needed, especially those with a reliable background and mastery of the Arabic language. In this case, educators who come from the area or region of the source of the language being studied are needed, known as native speakers or native speakers. Native speakers in Arabic communication are needed especially to improve speaking skills. With a native speaker, students can correctly and accurately pronounce letters, words and sentences from the easiest to the most complex according to their native language.

Based on the results of observations, it was found that one out of six lecturers at UIN, Maulana Malik Ibrahim Malang, who teaches the Arabic language education master program in the second semester of class C for the 2022/2023 academic year, is a native speaker. He is a native Arabic speaker hailing from Sudan. No language is used except using Arabic. The students in this class are 83.3% alumni of Islamic boarding schools, 5.5% have studied at Islamic boarding schools and 11.1% are high school graduates. Of the total students, 94.4% are PBA alumni in their respective regions of origin, and 5.5% are not PBA alumni but have studied Arabic in campus dormitories. So, from the experience of learning Arabic, these students should be able to use Arabic both passively and massively, even though they are only non-native speakers. However, the use of Arabic words (ana, anta, anti, antum, nahnu, etc.) is rarely heard in class or outside the classroom, let

alone making the language a language of communication. Whereas in one of the courses where the lecturer is a native Arabic speaker they are required to be able to speak Arabic, especially during discussions.

From the explanation above, the researcher is interested in examining the role of a lecturer as a native speaker who in fact has never used a language other than Arabic in increasing the motivation to speak Arabic for Arabic language education master students in class C and describe the efforts that must be made by the head of PBA UIN study program Maulana Malik Ibrahim Malang and staff in creating a special language environment in class.

As for some research that is relevant to this research, namely first, research conducted by ANSORI (2016) entitled "The Role of Native Speakers in Increasing Arabic Language Learning (Case Study at MA Raudhatul Ulum Guyangan Trangkil Fati, Central Java)". The results showed that native speakers who taught Arabic at MA Raudhatul Ulum Guyangan Trangkil Fati played a very important role in improving Arabic learning in the MA Raudhatul Ulum environment, especially in the areas of maharah al-istima' (listening skills) and maharah al-kalam (speaking skills). Given their very important role, it is advisable to use native speakers in learning Arabic, especially native speakers who have a background as teaching Arabic. Native speakers need to pay attention to the syllabus so that the delivery of material is in accordance with the lesson plan. In addition, native speakers must increase their enthusiasm for teaching so that the students being taught have a strong enthusiasm to be able to follow them.

Second, research conducted by Suciadin (2021), PBA Study Program, Faculty of Islamic Religion, University of Muhammadiyah Makassar, entitled "The effect of using WhatsApp social media on the motivation to learn Arabic for class 11 students at Madrasah Muhammadiyah Muhammadiyah Makassar". Based on the results of the study, it proves that 1) The effect of using WhatsApp social media at the Muallimin Muhammadiyah Makassar Madrasah is in the good category, namely at the interval of 37.35

- 40.65 with an average value of 39.39. 2) The motivation to learn Arabic at the Muallimin Muhammadiyah Makassar Madrasah is in a good category at the interval 39.55 - 42.45, with an average value of 42.15. From the results of the t test, the tcount value of WhatsApp social media use is 0.618 which is smaller than the predetermined ttable value of 2.021. 3) Significant value $0.541 > 0.05$. In addition, it is known that the regression equation with the formula $Y = a + bX = 38.400 + 0.095X$. Thus, it can be stated that there is a non-significant influence between the use of WhatsApp

social media on the motivation to learn Arabic at the Muallimin Muhammadiyah Makassar Madrasah. The magnitude of the positive influence of the use of WhatsApp social media on motivation to learn Arabic is 0.012 or 12% and other factors influence the remaining 88%.

Third, research conducted by Basri et al. (2023) entitled "The Role of the Teacher in Improving Students' Speaking Skills in Learning Indonesian". The results showed that there were eight teacher roles to improve speaking skills in fifth-grade students learning Indonesian at SDN 51 Kendari, namely: (1) the role of the teacher as an educator, (2) the teacher's role as a motivator, (3) the teacher's role as a demonstrator; (4) the teacher's role as an emancipator; (5) the role of the teacher as a mediator; (6) the role of the teacher as a facilitator; (7) the teacher's role as a guide; and (8) the teacher's role as evaluator.

2. Method

This research is included in the category of qualitative field research, which seeks to study or conduct observational studies. The researcher chose this type of research because research on the role of native Arabic speakers in increasing motivation to speak in a formal educational institution it is not enough to study the theory of native speakers, but it is necessary to conduct research directly to the location under study which is known as observation and use systematic approach called qualitative. Thus, concrete data from primary and secondary data can be accounted for as the final conclusion of the research results.

The approach used in this research is descriptive qualitative. The data obtained are in the form of written words, oral utterances, and observable forms of behavior through observation, questionnaires, and documentation. The subject in this study was a lecturer as a native speaker at the State Islamic University of Maulana Malik Ibrahim Malang, while the object was information obtained from the research subject. In this study, the object studied was the role of lecturers (native speakers) in the 2nd semester of Arabic language education master's program class C at UIN Maulana Malik Ibrahim Malang to increase students' motivation to speak Arabic in class.

Data collection techniques in this study were carried out in three ways: observation, distribution of questionnaires, and documentation. The observation method used is the method of direct observation (direct observation), namely observations made without an intermediary to the object under study. Because the researcher is one of the objects of research. Observations were carried out for two months, namely for eight meetings starting from February - April. This observation method is used to obtain broad data about

the role of lecturers (native speakers) in increasing students' motivation to speak.

The questionnaire distribution aims to find out the background of the research object so that data can be collected quickly. In addition, the questionnaire was also used to determine student motivation in speaking when the lecturer in question was a native speaker in class. While the documentation technique aims to describe the efforts that must be made by the head of the study program to create a language environment in the classroom obtained from books and articles. These data were then analyzed using the Miles and Huberman model, which was carried out in three stages, namely data reduction, data presentation, and drawing conclusions or verification.

3. Results and Discussion

3.1 The Role of Lecturers (Native Speakers) in Increasing Motivation to Speak

Role is a function or position. The role is also interpreted as participation in educating efforts to an open soul. Furthermore, the teacher is the second parent after the father and mother at home. For a child's potential to develop optimally, it is necessary to have guidance other than the two parents in their daily lives, namely a teacher/lecturer. According to Fakhruddin (2009: 43), the role of a teacher is divided into three, namely the role of educator, role in the human field, and in the social field.

So it can be understood that the teacher/lecturer does not only act as an educator and teacher. The teacher has many and interrelated roles. So it is not right if there are people who think that the role of the teacher/lecturer is only to teach and educate. As for the role of the teacher in the teaching and learning process, according to Moh Uzer Usman (2001), namely: The teacher is a demonstrator, the teacher is a class manager, the teacher is a mediator and facilitator, and the teacher is an evaluator.

Meanwhile, according to Hamalik (2011) in his book *Teaching and Learning Process* suggests the role of the teacher/lecturer, namely: 1) as a teacher; 2) as a mentor; 3) as a leader; 4) as a scientist; 5) as a person; 6) as a liaison; 7) as a reformer; and 8) as development.

Based on the explanation above, it can be concluded that the role of a teacher/lecturer is very important in the world of education, because it helps a student to overcome difficulties in the learning process and always tries to create a pleasant environment for students so that learning activities run well. Based on the results of the analysis in the field, it was found that the role of the lecturer (native speaker) in increasing the motivation to speak for second semester MPBA C students included:

3.1.1 Lecturers as Educators

The role of the lecturer is not only as a teacher but as an educator because it acts as a driving force,

figure and model related to disciplining students so that they can obey and comply with regulations on campus and in the wider community. The role of the lecturer as an educator is a role related to the task of providing assistance and encouragement (supporters), the task of supervising and coaching (supervisor) and tasks related to educating students to behave well in speaking (Basri et al., 2023). The role of the lecturer (native speaker) as an educator in increasing students' motivation to speak is his attitude and actions which always assist students in using the correct language both in its placement in sentences and simply justifying the mention of a letter. In the discussion process, the lecturer shows a commendable attitude seen from the treatment applied by the lecturer during teaching, and not a few students want to use it as a motivator to do good.

3.1.2 Lecturers As Demonstrators

The lecturer as a demonstrator is the role of demonstrating to students everything that can make them better understand and understand the message/learning information conveyed. Through its role as a demonstrator, lecturers should always master the material or subject matter they will teach and always develop it in the sense of increasing their abilities in terms of the knowledge they have because this will greatly determine the learning outcomes achieved by students (Usman, 2001).

In learning activities, it is clear that the lecturer is the demonstrator because he really masters the language used because he is a native speaker, and he also masters the material presented. In addition, the language conveyed is also language that is easy to understand and it is not uncommon for him to include humor in his explanations so that the discussion process does not look too monotonous.

3.1.3 Lecturers as Mediators and Facilitators

Learning media is an indispensable basis that is complementary and an integral part for the success of the teaching and teaching process in schools. According to (Usman, 2001) As a mediator the teacher/lecturer should have sufficient knowledge and understanding of educational media because educational media is a communication tool to make the teaching and learning process more effective. As well as it can be said that learning media is a vehicle for counseling learning information or distributing messages in the form of teaching materials by lecturers to students so that they become more interested in the learning being carried out. As a mediator he becomes an intermediary in human relations. therefore teachers/lecturers must be skilled in using knowledge about how people interact and communicate.

As a facilitator, the lecturer plays a role in providing services including the availability of facilities to provide convenience in discussion activities for students. Unpleasant learning environment, classroom atmosphere that is not conducive and supportive causes students' interest in learning to be low. As a lecturer facilitator, he should be able to find useful learning resources that can support the achievement of goals and the teaching and learning process, whether in the form of resource persons, textbooks, magazines or newspapers.

The lecturer as a mediator and facilitator means that the lecturer provides media and provides facilities, but the media and facilities here are not in the form of objects but in the form of time and place for discussion. In the process of discussion the lecturer provides space and time to be able to discuss together using Arabic. In this case students must prepare material and it is mandatory to be presented in Arabic. and always guided in his rather unbiased explanations. This discussion process also provides time for participants to ask questions about the material presented and of course use Arabic.

3.1.4 Lecturers as Evaluators

With the assessment, lecturers can find out the success of achieving goals, student mastery of lessons, as well as the accuracy or effectiveness of the discussion process. The information obtained through this evaluation is the feedback for the discussion process. This feedback will be used as a starting point to improve and improve the process of further discussion activities to obtain optimal results. The evaluation was carried out very thoroughly, from the student presentation process to the questioner. The form of evaluation is related to the material and language used.

From the explanation above, it can be understood that lecturers (native speakers) have an important role in increasing student motivation to speak. In which he acts as an educator, demonstrator, mediator, facilitator and evaluator. The average value of motivation to speak with non-native speakers (native Indonesian lecturers) includes: 1) perseverance = 2.7; 2) tenacity = 2.3; 3) interest = 4.8; and 4) happiness = 4.5. Then the overall average score of semester II student's motivation to speak in class C for the 2022/2023 M academic year is 3,6.

The average value of motivation to speak with non-native speakers (native Indonesian lecturers) includes: 1) perseverance = 4,3 ; 2) tenacity = 4,6 ; 3) interest = 4,9; and 4) happiness = 4.5. Then the overall average score of semester II student's motivation to speak in class C for the 2022/2023 M academic year is 4,6.

It can be understood that native speakers can increase students' motivation to speak Arabic. Therefore,

there should be lecturers who act as native speakers and lecturers who actively speak the language in teaching student courses every semester.

3.2 the efforts made by the head of the study program to create a language environment

In the discussion process, a lecturer has a very central task and role. The success or failure and the quality of the discussion process depend on the lecturer personally. Given the importance of the lecturer's role in increasing motivation to speak Arabic, a lecturer is required to be able to make efforts to foster motivation to speak so that students become motivated and continue to develop within themselves so that they are happy to speak. The efforts that must be made by the head of the study program and his staff to create a language environment on campus are as follows:

- a. Schedule native speakers as lecturers for one full semester in each class
- b. Schedule lecturers who are active in Arabic to teach classes
- c. Invite lecturers to be able to deliver material in Arabic
- d. Make a policy to oblige students to use Arabic as the language of communication
- e. Prohibiting the use of Indonesian in class, let alone using the regional language
- f. Motivating students to be able to use Arabic at any time

4. Conclusion

Based on the research entitled "the role of lecturers (native speakers) in increasing students' motivation to speak Arabic" it can be described that lecturers (native speakers) play an important role in increasing motivation to speak Arabic second semester students of Master of Education in class C. There are four roles, each of which has its own objectives, the role includes: 1). The role of the lecturer as a supervisor; 2) the role of the lecturer as a demonstrator; 3) the role of the lecturer as a mediator and facilitator; and 4) the role of the lecturer as an evaluator. Seeing the importance of the role of native speakers as lecturers in increasing motivation to speak, the head of the study program must schedule at least one lecturer who is a native speaker and several lecturers who are active in speaking so as to create a language environment.

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