Arabic Speaking Material Design Using Content and Language Integrated Learning (CLIL)

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Abstract

The aim of this study is to develop Arabic speaking skill materials model based on Content Language Integrated Learning at Jakarta State University. Students have low Arabic speaking ability. So far, the material used in the lesson emphasizes the memorization of dialogues and sentence patterns as one of the main characteristics of the lingual audio method. This research was done in Arabic Program of Language and Art Faculty of Jakarta State University. The research method used the Research and Development (R & D). The procedure of research used Borg and Gall model which has the steps of this study are; preliminary step, a development step, and evaluation step. The data ware took by observation, questionnaire, interview, and experiment. The research finding shows that the development of CLIL based Arabic speaking material using Qur'an, Hadits, Fiqih and Tsaqofah Islamiah is an effective model for improving learning to speak Arabic. It can be seen from the perception of students to the mode.

Keywords: Arabic speaking skill, CLIL, Material model, Research and Development.

1. Introduction
1.1 Introduction the Problem

Arabic speaking learning process has an important position in Arabic Education Program Study. The graduates must have some competencies. These are; 1) they have standard Arabic skills (*Fusha)* both of oral or written, 2) they have more knowledge about linguistics, literary and Arabic culture, 3) they are able to practice in speaking skills. One of the competencies that are still low and has a problem is speaking learning. Speaking skills are productive skills because speaking requires the ability to express ideas and thoughts so that communication occurs understood by the speaker and the other person. Students' speaking ability at Arabic Education Program Study of Languages and Arts Faculty State University of Jakarta is not as adequate as expected.

Based on observations, interviews and questionnaires that have been disseminated to students can be identified constraints faced by students that are from linguistic and non-linguistic factors. Linguistic factors constraints was faced by students include: difficulties in pronouncing sounds (*ashwat*) especially Arabic letters that do not have an equivalent in Bahasa, errors in arrangement of the word position (*nahwu* and *Sharaf)*, and the word construction *(uslub)* is still affected from source language, and it limited vocabulary (*mufrodat*).

While non-linguistic constraint factor which becomes the obstacle for the students is as psychologically the students have the fear of being wrong. So that they have difficulty in expressing the idea because the students are more emphasized on memorizing the dialogue text than reconstructing the phrases and ideas that are trained and developed through the theme of the dialogue they learn. This is because the learning process uses Audio Lingual learning method. Constraints are faced by students from linguistic factors include: difficulties in pronouncing sounds (*ashwat*) especially Arabic letters that do not have an equivalent in *Bahasa*, errors in arrangement of the word position (*nahwu* and *sharaf*), and the word construction (*uslub*) is still affected from source language, and it limited vocabulary (*mufrodat*).

Other non-linguistic factors are the materials which have used *Al-Arabiyah Bayna Yadayk's* book nowadays. Based on the observation process of research, it has various advantages, among others; combines four language skills (listening, speaking, reading and writing) and three language elements (pronunciation of letters, vocabulary and structure), vocabulary learning presented in this material through systematic stages with diverse drawings and various exercises. But the material cannot be separated from the disadvantage although it does not reduce the quality of teaching materials. The disadvantage include; not all students have original teaching material that causes the unclear writing and the quality of the image, the image of the woman who does not look his face caused the students difficulties to distinguish between old and young women and lecturers in teaching materials *Kalam* focused on the use of Audio Lingual method, because it adapts with character of the book. Effendi (2009) stated that the Lingual Audio Method based on this structural approach, the

target language (TL) is taught by devoting attention to the word pronunciation, and the practice pattern (drill). In fact, the drill is the most important technique in this method.

According to Effendi (2009, p.59) that strengths of this method include; students are becoming skilled in making prefixed sentence patterns, students have good and correct pronunciation, and students do not stay silent but must continually respond to teacher stimulus. However, this method has weaknesses, those are; students tend to respond simultaneously (or individually) like as talking is often without knowing the meaning of what is being said. The response is too itself mechanistic, the students do not have an active role, but they only respond to teacher stimulus. Besides, mistakes are avoided and considered sinful. From the description and the observation of researchers concluded that the students have weaknesses in shaping new ideas through sentence patterns and have a fear of wrong in expressing ideas, this is because the learning process is based on memorizing sentence patterns in the dialogue. The problem of Arabic speaking learning is focused on the authentic material. It needs an appropriate strategy of learning in order that can develop students' speaking ability.

While Haron (2016) investigates the challenges of Arabic speaking faced by Arabic speakers who have difficulties, the findings reveal two types of barriers, namely internal and external barriers. Internal barriers refer to the limitations that come from the student's self, the knowledge and skills of the learners. External obstacles refer to external constraints, such as the lack of a supportive environment and sufficient opportunities to speak Arabic. From this study, it provides an understanding that Arabic speakers for foreign students or non-native Arabic speakers face much of the problem of learning to speak Arabic itself rather than other internal problems. Apart from the level of confidence in using the language, this condition is often experienced by students of Arabic study program at Jakarta State University. Therefore, language learning requires appropriate packaging needs analysis of students or industry, either from the use of learning methods or teaching materials.

Thus the purposes of this research is to find the material model of Arabic speaking based on Content and Language Integrated Learning (CLIL) with religious material (*Al-Qur'an Hadith, Akhlak* and *Tsaqofah Islamic*) through Borg and Gall model due to improving materials can be done directly by the lecturer as a developer of course material. The researcher is chosen CLIL approach because CLIL is one of the learning approaches that combines language and content approach, wherein a second language or a foreign language is used not only as a language in instructional learning but also as a very important tool for building knowledge. As Coyle stated, "*Language is a conduit for communication and for learning which can be described as learning to use language and using language to learn.*" Therefore, CLIL assume the best method that is able to improve students' speaking ability.

From the above concept, it can be understood that the development of Arabic speaking materials model based CLIL is an approach that combines the contents and language. Through this approach, students are not only getting knowledge but also are able to reconstruct it using foreign language as the language of instruction in the learning process and it is expected to improve students' Arabic speaking ability. Therefore, research focus is to develop the Arabic speaking material design using CLIL.

1.2 Explore Importance of Problem

The need for Arabic language teaching materials is a necessity that teachers need to prepare. Especially in a global era that is easier for everyone to access learning resources. But the source of learning is not necessarily according to the needs of Arabic speaking learning process at the State University of Jakarta. The development of Arabic language teaching materials has been extensively researched by researchers. Therefore, this research is designed to answer the learning problems to the needs of learning resources and learning methods. Researchers developed teaching materials equipped with the application of learning methods that is CLIL. Aladdin (2016) has analyzed the need for Arabic learning needs. The Arabic language study at the Faculty of Law of the National University of Malaysia is offered to all first graders of the second semester as compulsory subjects. Students who take this course have different backgrounds and ethnicities of Malay, Chinese, Indian, Sikh, Iban, Kadazan. For Malay ethnic students who are Muslims, Arabic is a familiar language compared to students of ethnicity and other religious backgrounds who have never studied Arabic before. It cannot be denied that students face challenges and difficulties during the teaching and learning process. One of the challenges faced is difficult course material. Therefore, Arabic speaking material needs unique characteristic that relates to the variety of culture. CLIL gives the learning process that relates the content with culture.

1.3 The objective of Research

The aim of this study is to find out the model of Arabic speaking material using content and language integrated learning (CLIL). The development research is expected to improve students' Arabic speaking learning at Arabic Language Program Study State University Jakarta.

1.4 Research Question

The problem of the study is: "How is the Arabic speaking material design using CLIL at Arabic Language Program Study State University Jakarta?"

2.   Review of Literature
2.1 Arabic Speaking Material

The material consists of two words of material and teaching. The material is defined as objects, materials, and everything that looks. While the teaching is defined by the instructions given to people to be known (obeyed). Nasution (2009, p.237) stated that material is a learning resource that is defined and presented as information to help students in accordance with instructional goals in learning. The materials consist of many types and forms, materials can be (a) books, workbooks, worksheets, or reading, (b) non-printed teaching materials such as cassettes or references, videos, teaching materials computer-based, and (c) teaching materials that combine the source of both forms in print and non-print such as self-access materials and teaching materials from the internet (Richards & Renandya, 2002, pp.65-66).

Teaching materials are a set of materials that are arranged in a systematic written or not so as to create an environment/atmosphere that allows students to learn. Teaching materials or instructional materials are broadly composed of knowledge, skills, and attitudes that students must learn in order to achieve a defined standard of competence. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedure), skills, and attitudes or values that students must learn in order to achieve a defined standard of competence (Tim Pustaka Yustia, 2007, p.194).

In Arabic, the teaching material is called *Al-Mawad al-Dirasiyah* or *Al-Mawad al-Ta'limiyah* that is an important thing in a teaching and learning process, and it is a factor that affects the quality of education. *Al-Mawad al-Dirasiyah* made the role of teachers and students in the learning process becomes changed. Teachers are not as the primary source and the only one in obtaining information about learning materials, as well as students, they can be more flexible and loose in obtaining information about learning materials, because learning materials can be obtained from sharing resources where students are located, such as from the mass media, textbooks, tapes, CDs, VCDs and others. Sources of information can be used as *Al-Mawad al-Dirasiyah* (Hamid, 2008,p.69)

From the above opinions can be concluded that the teaching materials are a set of materials organized systematically so as to create an environment or atmosphere that it allows students to learn. Teaching materials consist of printed materials and interactive teaching materials. Teaching material developed in this research is the development of Arabic speaking language teaching model in order that students are able to improve their ability to speak Arabic. Arabic speaking skills are agility and speed that are in expressing the thoughts and feelings, and the accuracy and truth in choosing vocabulary and sentences in Arabic orally. Speaking skills are a very important skill for Foreign language learning because speaking is applicative and it is an initial goal of someone who learns a language. In order that speaking learning is better when the teacher and method has a great ability because they have two factors that play dominantly in speaking learning successfully (Effendi,2009, p.59).

According Wahab and Ni'mah (2011,p.88) that the speaking skill is to speak continuously without stopping and repeating the same vocabulary by using sound revelation. A person can be said to be skilled in a foreign language, if he can speak, read and write in accordance with his rules accurate and correctly, including mastery of *mufrodat* as the purposes and objectives of Arabic learning. While the goals and objectives are to be achieved when the speaking skill refers to the ability and fluency of spoken language or speak or communicate directly with the main function of language.

Based on the various definitions above, it can be concluded that speaking activities in the language class should have a two-way communication aspect, i.e speakers and listeners mutually. Thus speaking practice must first be based on the ability to listen, the ability to speak, and mastery of vocabulary and expression that allows students to communicate their intentions or thoughts. Another important factor in enabling speech activity is the courage of the students and the feeling of not afraid of being wrong. Therefore, the teacher should encourage the students to speak out despite it is the wrong risk. It related to the goals and objectives of Arabic speaking skills learning explains: (a) growing ability in speaking skills for learners properly and correctly, (b) growing the learner's wealth language, (c) enable their

language knowledge in terms of *mufradat* and sentence composition correctly and encourage them to move forward and able to reproduce it, (d) growing students' ability to create the situations and conditions expressed in Arabic, (e) triggering learners is to always practice Arabic, (f) understanding each communication and trained to communicate, (g) motivated is to communicate in front of his friends (Abdurrahman, 1425, pp.32-33). Thus, the purpose of learning Arabic speaking skills are achieved as expected, then a lecturer is required to have the ability that has the effort to innovate and create in the order it is to improve the ability of Arabic through modern approaches such as Content and Language Integrated Learning (CLIL) approach developed in this research.

2.2 Content and Language Integrated Learning (CLIL)

CLIL has for decades been developed in several parts of the world, including Europe, Asia, Canada and the United States. In Canada and the United States, content and language merging has a long tradition that it is commonly known as Content-Based Instruction (CBI) or Bilingual Education (BE) programs. CBI is a combination of specific content with the aim of language teaching, academic subject with the second language skills. In Europe, certain subjects in the curriculum have been expressed in foreign languages in the certain schools for decades. In 1995, the Council of Europe Resolution refers to the promotion of innovative methods and in particular, for 'teaching classes in foreign languages of non-linguistic disciplines use bilingual teaching'.

In the Indonesian context, the adoption of CLIL learning model can be traced back to the late 1990s. After the fall of the New Order government in 1998, the awareness and need of the community for quality education continued to increase. Indonesian government through Law number 20 of 2003 on National Education System introduced the concept of international standard schools. Then, the central government and/or regional governments must organize an international standard school at every level of education (The Law of National Education System, Article 50, and Paragraph 3). The order of the National Education System Law is followed by Government Regulation Number 19 of 2005 on National Education Standards, Article 61, Section 1 which explains that the central government may cooperate with local governments to establish at least one school of the district that can be developed towards an international standard school or known as the International Standard School. At the same time, the Ministry of National Education's Strategic Plan 2005-2009 states that it is to improve the nation's competitiveness, the relevant central and local governments plan to develop 112 international-grade schools at both junior and senior high schools, including vocational schools (Depdiknas, 2005).

CLIL is a centred learning approach of two things; it has an additional language to use learning process and it teaches both material and language in order to encourage the mastery of matter and language that is in a certain level. Thus, CLIL is used as a learning approach in bilingual schools, which uses a foreign language as the language of instruction in its learning. CLIL is also associated with content-based teaching based on a dual focus on language and taught content (Dalton-Puffer, 2011, p.182). CLIL is an approach to introduce the concept of the Integrated Approach of Language Teaching and Non-Language Field Study as an alternative that can be used as a foundation for teaching Non-Language subjects using English. Content and Language Integrated Learning is abbreviated CLIL. It is a content

learning approach through additional languages (foreign or secondary). There are many benefits of CLIL approach among others it can increase students' self-confidence as well as communication skills and cognitive processes. Research shows that students become more sensitive to the vocabulary and ideas that expressed in the first language as well as in the target language and it gains a wider and varied vocabulary. CLIL also encourages students to be more cognitively active while studying process (McCormic, 2007, p.256).

3.   Method
3.1 Research Method

The approach of the study is a mixed method. It is a research step that combines both qualitative and quantitative research. Mixed research is a research approach that combines quantitative and qualitative research (Creswell, 2010, p.304). While Sugiyono (2011, p.404) stated that the research method combines quantitative and qualitative methods to be used jointly in a research activity, so the research process gets the data that is more comprehensive, valid, reliable and objective.

3.2 Source and Sample Data

One of the considerations in choosing a research problem is the availability of data sources. The source data is taken from the Arabic teaching material (Kalam) used today. Another source data is the analysis of the needs sourced from the students and lecturers. Interview guides are used to obtain in the lecturers 'view of the teaching materials being used and the developed teaching material and the evolution of teaching materials in the form of tadribat (exercises) contained in teaching materials and lecturers' faculty views. The last source data is questionnaire is as the needs analysis.

3.3 Data Collecting

The data collection techniques will be done through various instruments of observation, questionnaires, tests, analytic documents and interviews as described below:
a. Observation. Field note observations were conducted to observe the feasibility of Arabic speaking teaching materials, the learning process undertaken by lecturers, student involvement and classroom atmosphere in the learning process, student learning outcomes, documentation covering syllabus of Arabic speaking teaching material.
b. Document analysis conducted by the researcher aims to obtain data information relating to the component of teaching materials used nowadays, syllabus and Planning Learning used in Arabic Language Studies Program.
c. The questionnaire is an instrument used to obtain data about the needs of students and lecturers as well as an assessment of lecturers, students and experts on teaching materials developed. The questionnaire is closed that contains questions and answer choices that have been provided and selected by the respondent.
d. The test is an instrument used to obtain value in small group trials and the effectiveness of developed teaching materials. The tests conducted by researchers include the assessment of aspects of the language i.e; pressure, grammar, smooth vocabulary and understanding.

3.4 Research Procedure

While the procedure of research uses research and development (R and D) of Borg and Gall that is appropriate for actual research conditions. This study was discontinued at step 9 because the tenth step in R & D Cycle of Borg and Gall concept which is a follow-up study that led to national dissemination. Borg and Gall's model is a process to develop material products that are to suit the needs of students. This research is included in the research development model, according to Emzir (2007, p.24) that main purpose of development research is developing effective products to be used by an institution. Here are the steps of research procedure:
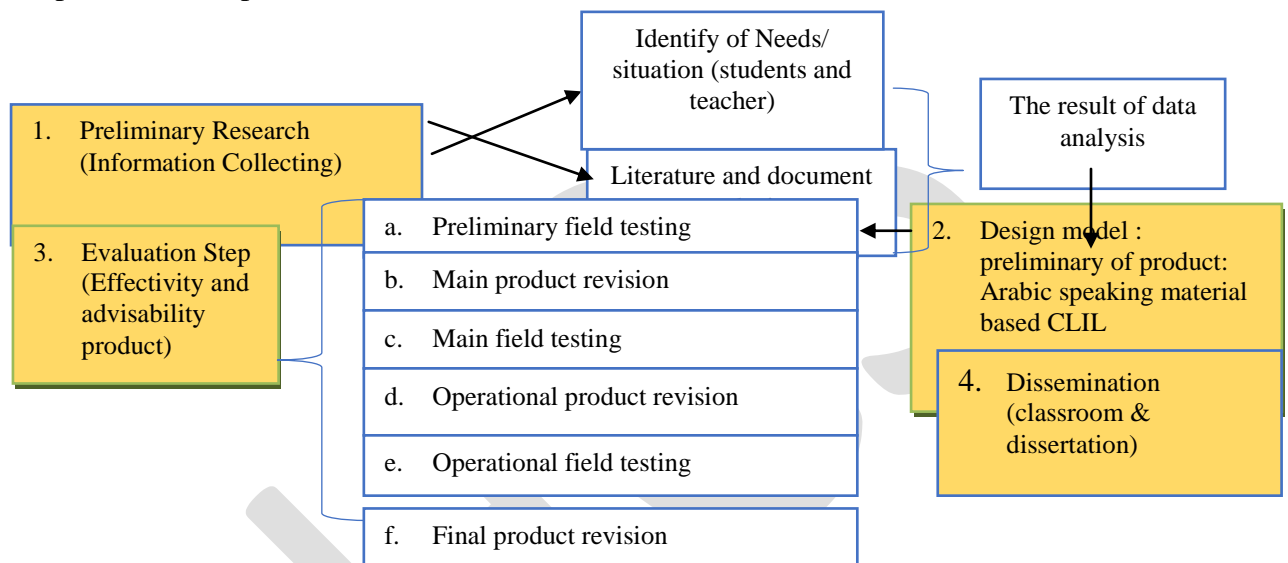
Picture 1. Procedure research and development of Arabic speaking material
*(adapted by Borg and Gall model research and development)

4.   Result and Discussion
4.1 The result of Analysis Data

The results of the experiment on a small group of Arabic Education Studies Program are amounted, 8 people. The instrument of an experiment in the small group used questionnaires that are given to students as research subjects to seek advice and opinions on developed teaching materials as well as oral tests. The result of the student's questionnaire analysis that the Arabic speaking material model developed according to students' needs (87.5%), the Arabic speaking material model developed according to the characteristics of the CLIL approach (87.5%), improving the speaking ability (75%), time allocation is suitability with hours learning (25%) and the materials have developed effectively can be used in learning (100%). While the students' perceptions about content of Arabic's speaking material model that the material has developed has varied topics (100%), the material that has developed can encourage students to speak (87.5%), the suitability of vocabulary and grammar on students ability (87.5%), command and task can be clearly understood (50%), partial answer (37.5%), developed subject material facilitates four language skills (100%),

four language skills contained in teaching materials composed logically and integrated (75%), partial answer (25%) and listening and speaking skills are integrated (87.5%).

While the evaluation instruments used in assessing speaking ability include indicators to ask, answer, express opinions and respond the opinions. Assessment is also done on the speaking component; pressure, grammar, vocabulary, fluency and understanding and student's activeness in a small group test.

Based on the results of the assessment that has been done in small group test on the students of the third semester gets the highest score of 83 and 88, and the lowest score of 72 and 75, while the average score is 72 and 75. Based on small group testing through questionnaire and the results achieved that the use of material model *Kalam* based CLIL has been successful. In the following picture of the development Arabic speaking materials model based CLIL:
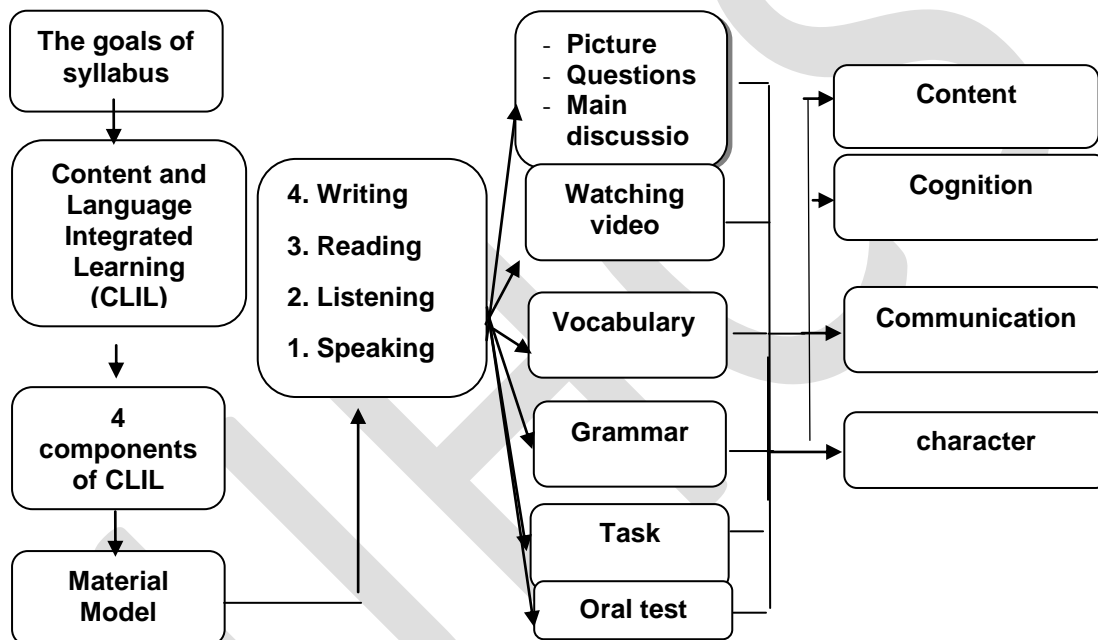
Picture 2: Content And Language Integrated Learning Based Material Of Arabic *Speaking Skill*

The effectiveness test of CLIL-based Arabic speaking materials model aimed to identify the eligibility of the model is being implemented in the field. Testing is done by using pretest-posttest group design. The effectiveness test of the model is done in one class which is 25 students. The sample of testing is taken by purposive sampling. The results of the test were tested by t-test statistic formula. The following is presented the model effectiveness test results.

Based on the results of pre-test and post-test on Arabic speaking ability test data can be described as follows.

Table 1. Description of Pre-test and Post-test Score

Statistic	Pre-test Score	Post-test Score
Sum (N)	25	25
Average	76,92	85,36
Median	75	80
Mode	75	80
Minimal	68,5	76,5
Maximum	84,5	92
Standard Deviation	3,80	4,22
Variant	14,41	17,78

From the table above, it can be explained that the average score of the Pre-Test group is 76.92 and the Post-Test group is 85.36. Thus it occurs improving score as 8.44 points. While the minimum of pre-test score is 68.5 and the post-test increased to 76.5, and the maximum score of the pre-test is 84.5, while the post-test is 92. It can conclude that learning process using material *Kalam* model based CLIL has improved. To know the significance of increasing score of Arabic speaking learning based on CLIL used test of different statistic technique that is t-test. Test results can be displayed as follows;

Table 2. The Result of significance Test of Model Effectiveness

Test	sum	$\bar{x}$	df	s^2	account	table $\alpha=0,05$	$\alpha=0,01$
Pre Test	25	76,92	24	14,41	5,12*	2,01	2,68
Post-test	25	85,36	24	17,78			

Note:
Sum   = Total of sampel
$\bar{x}$ = Average score
df   = Degree of freedom
s^2 = variant
*)   = the differences of significance data, $t_{account}$ = (5,12) > t_{table} ($\alpha=0,01$) and dk(48) = 2,68.

The results calculation above obtained $_{account}$ = 5.12, it is greater than t $_{table}$, with a significant level of 0.01 and df = 48 obtained t $_{table}$ value = 2.68. Thus, it can be concluded that the mean of post-test and pre-test is significantly different.

4.2 Discussion

Characteristics of the material model that has developed is a CLIL-based Arabic speaking material model designed and organized based on situation analysis and students' need. It focused on language acquisition and subject content taught by the subject in Arabic or in other words it is combining non-linguistic subjects taught using Arabic that is not only focused on a language skill, but it integrates the four language skills in each subject.

The development process is limited only to step 9 and it is simplified into four steps approach, namely: 1) preliminary research: In this early stage, the first researcher conducted a study of theoretical as a research theory in developing the concept of CLIL-based Arabic

speaking material model, the approach, learning methods, evaluation, and student activities in the learning process, the next step is to do the analysis of syllabus and textbook material used nowadays. Then it continued by analyzing the student's need for CLIL-based Arabic speaking material model that will be developed through questionnaire and interview to the student, then the result of needs analysis is designed in the syllabus and set in Planning and Activities of Learning Program. 2) Development of planning model: In this stage, the development of a material model based on a needs analysis that is designed from the questionnaire data and interview data and put in the syllabus and Planning Program. The next step is to develop the material model from the needs analysis data. After completing the writing of the material model that has developed, the researcher asked the perception and corrections of expert revisions on the eligibility of the CLIL-based Arabic speaking material model. After it revised, the next step is an experimental test to know the effectiveness of materials using questionnaires and tests on a small group scale and in large group trials of 25 students using a questionnaire as an evaluation of materials developed in Arabic Language Studies Program at the State University of Jakarta that is following *Kalam III* learning. 3) Validation, evaluation and revision of the model: In conducting the validation, evaluation and revision of the model that has been developed, the researcher conducted a small group test using random sampling, expert judgment and field test. The effectiveness test is done in *Kalam* learning process of a small group is 25 students. It observed students' participation in the learning process, students' response to the material in order that revised the material. After that, it tested to the large group. The data was obtained from the experiment is be as base data to revise the model. In the test phase of the large group will be conducting research totalling 25 students. Students are asked to provide assessment through questionnaire as evaluation of material has developed along experiment, and 4) implementation of the model: Implementation of the material model is conducted on students of Arabic Studies Program who are taking courses K*alam III.* Successful of the experiment is to know the effectiveness of the final teaching material model developed.

The effective of CLIL in the development of Arabic speaking teaching materials have a good influence on teaching and learning in the classroom. The CLIL framework in this study focuses on the language being taught. So the students become the main focus that has a big role during the class. As in Kiely's research (2011), CLIL refers to the process of diversity and productivity. This certainly has a broader meaning. This means that students learn to speak not only in the local but also global. This can be seen from the results of research Dourda (2014) that CLIL provide benefits to the learning process. Students are able to have a context of the experience of speaking internationally and self-development. The results of the Dourda study have alignment with Kiely's research. The results of both studies have similar findings in the study of the development of CLIL-based language teaching materials. Students have a more varied context of the learning experience. It is not only the context of the environment but also more broadly. As it is known that the teaching materials are equipped with multimedia learning media that materialized through video. Lecturers provide video content containing global content because Arabic has become the language of the international community.

During the trial process, the teaching material model was found that students attempted to improve Arabic speaking skills. Problems of Arabic speaking learning are due to a) lack of practice, b) poor vocabulary, c) poor learning environment, d) low self-confidence,

e) lack of partners to communicate, f) Arabic command bad, and g) shame and feel intimidated. The problems found are the problems that often arise in Arabic learning. Such problems have also been found by researchers such as Nafi, 1995; Tarmizi, 1997; Ismail, 1999; Hasanah, 2001; Anida, 2003; Amilrudin, 2003; Khalid 2004; Mohd. Zaidi, 2005; Zawawi et al., 2005, and Siti Ikbal, 2006. The findings of the problem are also faced by researchers. However, after this development research, the problem can be resolved in the right way. So Arabic should be spoken at all times, inside and outside the educational environment. In addition, the provision of co-curricular activities such as activities requiring students to speak in Arabic may support the development of Arabic language skills.

5.   Conclusion

To sum up, this study got some conclusions. They are:

1. Needs analysis conducted on the students of Arabic Language Education Program of Languages and Arts Faculty at the State University of Jakarta shows the needs of the development material model based on CLIL approach.

2. The material development of Arabic speaking-based Content and Language Integrated Learning (CLIL) model designed for students' needs analysis is combined on the material of *al-Qur'an hadith, morals, fiqh* and *tsaqofah* as the main subject of *Kalam* which emphasizes on the ability of Arabic speaking. Besides, it is practising the ability to listen, read and write and development of vocabulary, how to learn pronunciation and grammar of Arabic functional are expected to improve the Arabic speaking ability.

3. Designing of material model based CLIL has four important components; content, cognition, communication and culture. Through these four components, the learning process of each subject is designed to teach students are not only to understand the text but also to be trained to think in building knowledge through various individual and group exercises using question and answer strategies, assignments and discussions.

4. The development of Arabic speaking material model based CLIL provides many opportunities for students to express the ideas of thought and understanding by actively engaging in learning activities.

5. The CLIL-based Arabic speaking material model was developed after the improvement and implementation in the small and large classes to know the perception of students on the model of teaching materials as inputs to improve the material model developed.

6. The results of field tests and the perception of experts and students on the material model that has developed can be said to be successful because (a) the material model developing is based on students' need, (b) the application of the four components of the CLIL approach in the learning activities can motivate the students to be involved active and facilitate students to develop Arabic speaking ability, (c) integrating of the four language skills and language aspects.

7. The effectiveness test on the developed material model shows that the teaching material model is effective with the result of a t-test is the high average score, therefore this teaching material model can be used as an alternative model and learning resource is to improve the ability of students' Arabic speaking.

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