



**A comparative study on speaking skill among female linguistic preparation students at Sunnah Islamic University
(A study among female graduates from Salafi institutes and modern institutes)**

Muhammad Sapii Harahap¹, Annisa Salsabilla Albarad², Tiy Kusmarabbi Karo³, Ahmad Afandi⁴, Isnawati⁵, Fatkhur Rohman⁶

^{1,2,3,4} Sekolah Tinggi Agama Islam As-Sunnah, Deli Serdang.

⁵ IAIN Takengon, Aceh, Indonesia.

⁶ Universitas Islam Sumatera Utara, Medan, Indonesia.

Muhammadsapii23@gmail.com¹, Salsabillaannisa929@gmail.com²,
Kusmarobi61@gmail.com³, afandi.ahmad21@assunnah.ac.id⁴, iainisna@gmail.com⁵,
fatkhurrohman@uinsu.ac.id⁶.

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Abstract

The research questions are (1) How is the speaking skill ability of linguistic preparation students graduating from Salafi institutes?, (2) How is the speaking skill ability of linguistic preparation students graduating from modern institutes?, (3) What is the result of the comparison between the two in speaking skill ability? The research methodology used in this research is qualitative field research. Then collect data through observation, interview, and documentation. The research results obtained from the analysis, including (1) female language preparation students who graduated from Salafi schools are: (a) female language preparation students “A” are many female students who are skilled in the Arabic language, and use the rules of grammar and morphology correctly. (B) Linguistic Preparation Students “B” I understand how to structure a sentence and use the rules of grammar and morphology well, but little of them apply it. (2) Female students graduating from modern institutes are: (a) Female students of linguistic preparation “A” who lack in sentence structure and the use of grammar and morphology rules. (b) Language Preparation B students are the most skilled and active in Arabic, but there are also some of them who are less able to speak Arabic. (3) A comparison between the two groups, that is, female students graduating from Salafi institutes excelled in speaking the Arabic language. As a result of the students’ speaking skill, linguistic preparation, from a close perspective, which is the result of the placement test, it shows that the students obtained an average grade with a grade of very good.

Keywords: Speech skill, Salafi institutes, Hadith institutes.

Introduction

The Arabic language occupies a unique position among the world's languages. Without a doubt, Arab, Muslim or non-Muslim. At the same time, it is the language of Muslims, whether Arabs or non-Arabs. This is evidence that God Almighty expanded the Arabic language because God made it the language of His books and the language of worship in His books. The true religion thus became the language of science and Islamic civilization. It is not surprising that the Arabic language matches the simplicity of the Islamic religion. Islam did not come to earth unless the Arabs brought it.

This is what happened to the Arabic language in Indonesia. The Arabic language entered the Indonesian lands and appeared since Islam in the first century AH, specifically in the seventh century AD, and it came to the archipelago, which means that the age of the Arabic language has reached more than fourteen centuries. Over the centuries, the Arabic language has witnessed various forms of progress and development in terms of status and education among Indonesian Muslims according to their standard of living and political status (Ahmed Fuad Effendi, 2015: 11).

The institute divided into two directions, realizing that the old direction represented the majority and the new direction represented the minority. The first is called the traditional or Salafi Tariq and the second is called the modern or contemporary Tariq. If we observe the statistics of the institute from the Ministry of Religious Affairs, we

find that the number of institutes in Indonesia currently amounts to 14,656 institutes, 23% of which (4,692 institutes) are Salafi institutes, 22% of which (3,368 institutes) are Salafist institutes, and 10.45% of them (6,596 institutes) are Salafist institutes. Modern. The latter adopted a new logo (keep the old one and introduce a new and improved logo). This is evidence that the spirit of innovation in learning the Arabic language has begun to seep into the veins of Salafi institutes in Indonesia (Ahmed Fuad Effendi, 2015: 11).

Forming linguistic habits, Ibn Khaldun says: "Faculties do not occur except by repeating verbs, because the verb is established first and an attribute is returned from it to the essence, then it is repeated and it becomes an adverb, and the meaning of the adverb is that it is an unestablished attribute, then the repetition increases and the faculty of any attribute becomes established. He also believes that The texts chosen for study and memorization must include issues of language and grammar, so that the student recognizes through them the most important laws of Arabic, and confirms that the ability is not educated through texts that are memorized without understanding, (for the ability is not obtained from memorization without understanding) (Ali Ahmed Madkour, 2007:40).

There are four language skills: listening skill, reading skill, speaking skill, and writing skill. There are three elements of language: sounds, vocabulary, and structures. Speech skill or speaking skill is the learner's ability to address others with awareness,

objectivity, focus, and self-confidence. The skill of speaking is one of the skills that is used most in human life, because it corresponds to the function of language, which is the communication device between the speaker and the addressee to express his needs and feelings. The definition of language is: According to Ibn Khaldun, language is (the speaker's statement about his intention, and that statement is the action of the tongue, so it must be To become a faculty established in the active organ, which is the tongue, and it is in every nation according to their terminology) (Nafi Muhammad Maarouf, 1998:16).

Speech is a language based on spoken words to express his feelings, thoughts, and opinions from what is on his mind (Muhammad Al-Sami'i, 2005: 9). Muhammad Ali Al-Khawali said that language is a vocal basis. Man spoke before he wrote it, so language is the basis of oral activity or speech. Speech is a proficiency skill that requires the learner to be able to use the sounds of the language correctly (Muhammad Ali Al-Khouli, 2000:15). Teaching the skill of speaking sought to achieve a set of goals, especially the following: for the learner to pronounce the sounds of the language sound and correct, acquire a verbal revolution corresponding to the level of his exudation and ability, encourage students to speak, correct oral errors, and practice speaking in Arabic (Omar Al-Siddiq Abdullah, 2008: 77-78). Speaking in foreign languages is a basic skill that some objectives in language education obtain. Because speech is communication between people (Darwati Nalole: 193). As for the skill of

speaking, it is the skill to convey the message and will in the language of the tongue. Speaking skill is an important linguistic skill in teaching foreign languages, because speaking is the application of using the language to successfully achieve the goals of teaching languages in this world (Ahmad Abd Allah Al-Bashir, 2010: 1).

The institute is an authentic Indonesian Islamic educational institution with strong roots in the community. There is an interaction between the kyai or professor as teacher or educator, and the students as students or disciples. Subject books or texts studied in Islamic boarding schools are books written by earlier scholars and most of them are printed on yellow paper, so they are often referred to as the Yellow Book (Zamakhsyari Dhofier, 2011: 18). Linguistically, the word "pondok" comes from the Arabic word "hotel", which means hotel or dwelling. "pondok" can be understood as dormitories or dormitories for students. As for the term "pesantren" (Neliwati, 2019:3). Based on historical facts, it is strongly suspected that it originated from the spread of Islam by one of the governors of Songo, Maulana Malik Ibrahim or the Moroccan Sheikh, known as Sinan Gresik, who came from the state of Gujarat in India. He is also known as the first planner of the Islamic Empire in Java (Agus Pahrudin, 2010:1). The Salafi Institute The teaching of classical Islamic books, particularly articles by scholars who adhere to the teachings of Shafi'i, was the only formal teaching offered in the institute environment. Its main purpose is to educate potential

scholars. As for the curriculum, it is an educational institution that aims to graduate competent students in the fields of religion and public affairs who are able to compete in the era of globalization (Muhammad Sapii Harahap, dkk, 2023), (Darul Abror, 2020: 24). When the institute still maintains an educational system based on classical Islamic books, it does not add to the curriculum with various other general subjects or does not use the classical system and is accredited (Al Furqan: 87). Modern institutes are a necessity in the education system in Indonesia in general. This system is suitable for the institute world (today) to prepare its students to become individuals who are ready to face the demands of the times (Abdul Tolib, 2015: 65).

Sunnah Islamic University is located in the Deli Serdang area. It is one of the universities under the auspices of the universities in the North Sumatra region, Ninth District. This university is distinguished by requiring students to live in the university residence for 4 years (Muhammad Sapii Harahap, 2019), (Muhammad Sapii Haraha, 2020). In 2021, it has 3 colleges and 6 departments. They are: 1) College of Da'wah: a) Department of Communication and Islamic Affairs, and b) Department of Islamic Guidance. 2) College of Education. They are: a) Department of Arabic Education and b) Department of Islamic Education. 3) College of Sharia. They are: a) Department of Public Affairs and b) Department of Islamic Economic Law (Muhammad Sapii Harahap, 2022),

(Muhammad Sapii Haraha, dkk, 2022). In 2012, Sunna University was opened with the first students. In 2002, the university campus was established and its initial name was Academi Dahwak Ali As-Sunnah, and over time it was changed to Ma'had Aly As-Sunnah. STAI As-Sunnah has the following advantages which are: a) providing or granting jobs to all its graduates, b) the daily language is Arabic and most of the language of instruction in lectures is Arabic, c) tuition fees are full scholarships and are paid at the beginning of 2018 With reasonable fees, d) Separated between male and female students, e) It has a library with adequate references, f) It has the best institutional accreditation among 42 universities under KOPERTAIS Region IX which is "B" in 2019 (Muhammad Sapii Harahap, 2019).

The research method used in this research is the qualitative research method or the descriptive method. Qualitative research is the conduct of research that produces descriptive data, speech, writing, or observable behavior from the subject itself. While the descriptive approach is research that describes information data based on facts obtained in the field (Suharsimi Arikunto, 2016: 309).

On Monday, October 3, 2022, the researcher then looked at the problem that the researcher found, which was in the Arabic language ability category, by analyzing its strengths and weaknesses, and combining these advantages into a unified whole. One of the main considerations in the Arabic language category, especially Speaking skill is the

focus of discussion of the problem in this study. Specifically, the Arabic language is a very urgent subject in the existence of the institute's identity, especially in mastering the Qawid and the Arabic language, which should be the basic skills in the indicators of the institute's education curricula.

Result and Discussio

1- The speaking skill ability of female students graduating from the Salafi Institutes of Linguistic Preparation at the Islamic Sunnah University

The researcher found that all the female students participated in learning the speaking skill with enthusiasm and activity, in addition to the presence of a teacher who was able to control the class when learning the speaking skill was in progress so as not to cause boredom in the learning process. Some of them are quite good at applying speech when answering questions posed by the teacher and when discussing among the students. Some of them are able to speak even though they are not very fluent, and one of the reasons is the difficulty of constructing sentences or using grammatical and morphological rules. A few of them still stutter in speech due to the lack of vocabulary they master (Result of field observation in Language Preparation A class).

According to the results of the interview obtained by the researcher in the field, the teacher knows the importance of learning the speaking skill to achieve the pre-determined speaking skill goals. Therefore, in teaching the speaking skill, the lecture method is used, and the goal is for the students to be able to know how the correct Arabic

dialect is, by inviting them to speak. In Arabic throughout the meeting, the students then performed Arabic theatrical dialogue so as not to cause boredom in the learning process. Occasionally, the means you use in your speaking skill is a projective device. In teaching speaking skills, there is a lack of use of means.

But more focused on the method. Based on the testimony of teacher Siti Maisarah: "I am a teacher of speaking skills in Language A preparation. In learning speaking skills, I used the lecture method. My goal is for the students to be able to pronounce the correct words. As for the methods, I used a projection device. But in learning, I focused more on the teaching method" (Siti Misra Hasibuan, teacher of the subject "Speech Skills" in the Language Preparation A class, the result of the interview).

Then the supporting factors in teaching the speaking skill are showing them video clips in the Arabic language, encouragement related to the importance of the Arabic language, and then presenting a simple gift. Most of them are enthusiastic about learning the Arabic language, especially in the speaking skill, especially since the study has lasted for approximately one year. Based on the testimony of teacher Siti Maisarah: "Supporting factors in teaching the speaking skill: I used video clips in the Arabic language, and I encouraged them regarding the importance of the Arabic language, then presented a simple gift, even by saying a supplication such as "God bless you," "Mashallah," "Well done," to increase the enthusiasm for learning the speaking skill" (Siti Misra Hasibuan, teacher of the subject "Speech Skills" in the

Language Preparation A class, the result of the interview).

Then, knowing the importance of the speaking skill, the teacher taught the speaking skill in preparing Language B, of course, in a different way than preparing Language A, and according to the teacher, applying the speaking skill is very important, especially if she lives in a residential environment. In every meeting, the teacher asks each individual to speak first before starting the learning process. As for teaching speaking skills, use the question and answer method, and methods using body movements. Based on the testimony of teacher Dina Marni: "I am a teacher of speaking skill in language preparation B. In learning speaking skill, I used the question and answer method, and the methods I used are body movements. In my opinion, applying the language is very important in speaking, especially the female students who live in the dormitory. Before learning begins, I accustom the students to speaking Arabic with their friends first until the students become accustomed to speaking Arabic" (Dina Marni, teacher of the subject "Speech Skills" in the Language Preparation B class, the result of the interview on Sunday).

The supporting factors in teaching speaking skills are their environment. The teacher ensures that the students speak Arabic in the classroom and at home. Regarding learning the skill of speaking, of course every student has a different enthusiasm, and some of them lack enthusiasm in learning the skill of speaking. Based on the testimony of teacher Dina Marty: "The supporting factors in teaching speaking skills, in my opinion, are their environment, because the environment is a place that has a

great influence on their Arabic language, so I oblige all female students to get used to speaking Arabic in the classroom and at home" (Dina Marni, teacher of the subject "Speech Skills" in the Language Preparation B class, the result of the interview on Sunday).

Based on the statements of the two teachers above, how is the speaking skill ability of female students graduating from Salafi institutes? And based on the testimony of teacher Siti Maysarah: "Skilled students in speaking Arabic, able to compose sentences and use correct grammar and morphology rules. A few of them are completely incorrect in syntax but can be corrected" (Siti Misra Hasibuan, teacher of the subject "Speech Skills" in the Language Preparation A class, the result of the interview).

Based on the testimony of teacher Dina Marni: "Female students graduating from Salafi institutes understand how to compose a sentence and use the rules of grammar and morphology well, but few of them are able to apply the skill of speaking because most of them are shy in speaking Arabic" (Dina Marni, teacher of the subject "Speech Skills" in the Language Preparation B class, the result of the interview on Sunday).

Based on a document, the researcher found that the results of the level test for female students of the linguistic preparation subject, speaking skill, indicate the difference in their ability in speaking skill. The female Linguistic Preparation A students received excellent grades (11 out of 21), very good (8 out of 21), acceptable (1 out of 21), and failing grades (1 out of 21). These results show that the female Linguistic A preparation students

obtained an average score of 87. The aforementioned data indicate that the ability of the female Linguistic A preparation students in the speaking skill is very good (The result of the final exam evaluation document for Linguistic Preparation A at Sunni Islam University Deli Serdang for the academic year 2022/2023).

Among the female students in Linguistic Preparation B were excellent (11 out of 19), very good (6 out of 19), and good (2 out of 19). These results show that the female Linguistic Preparation B semester students obtained an average score of 88. The aforementioned data indicate that the ability of the female Linguistic Preparation B semester students in the speaking skill is very good (The result of the final exam evaluation document for Linguistic Preparation B at Sunnah Islamic University Deli Serdang for the academic year 2022/2023).

2- The speaking skill ability of female students graduating from modern linguistic preparation institutes at the Islamic Sunnah University

The researcher found that all the female students participated in learning the speaking skill with enthusiasm and activity, in addition to the presence of a teacher who was able to control the class when learning the speaking skill was in progress so as not to cause boredom in the learning process. Some of them are quite good at applying speech when answering questions posed by the teacher and when discussing among the students. Some of them are able to speak even though they are not very fluent, and one of the reasons is the difficulty of constructing sentences or using

grammatical and morphological rules. A few of them still stutter in speech due to the lack of vocabulary they master (The result of field observation in the linguistic preparation class A).

According to the results of the interview obtained by the researcher in the field, the teacher knows the importance of learning the speaking skill to achieve the pre-determined speaking skill goals. Therefore, in teaching the speaking skill, the lecture method is used, and the goal is for the students to be able to know how the correct Arabic dialect is, by inviting them to speak. In Arabic at all meetings, then make the Arabic dialogue theatrical so as not to cause boredom in the learning process. Occasionally, the means you use in your speaking skill is a projective device. In teaching speaking skills, there is a lack of use of methods, but more focus on the method. Based on the testimony of teacher Siti Maisarah: "I am a teacher of speaking skills in Language A preparation. In learning speaking skills, I used the lecture method, and my goal is for the students to be able to pronounce words correctly, and for methods I used a projection device. But in learning, I focused more on the teaching method" (Siti Misra Hasibuan, teacher of the subject Speaking Skills in the Language Preparation Class A).

Then the supporting factors in teaching the speaking skill are showing them video clips in the Arabic language, encouragement related to the importance of the Arabic language, and then presenting a simple gift. Most of them are enthusiastic about learning the Arabic language, especially in the speaking skill, especially since the study has lasted for approximately one year. Based on the testimony of teacher Siti

Maisarah: “Supporting factors in teaching the speaking skill: I used video clips in the Arabic language, and I encouraged them regarding the importance of the Arabic language, then presented a simple gift, even by saying a supplication such as “God bless you,” “Mashallah,” “Well done,” to increase the enthusiasm for learning the speaking skill” (Siti Misra Hasibuan, teacher of the subject Speaking Skills in the Language Preparation Class A, the result of the interview on Monday).

Then, knowing the importance of the speaking skill, the teacher taught the speaking skill in preparing Language B, of course, in a different way than preparing Language A, and according to the teacher, applying the speaking skill is very important, especially if she lives in a residential environment. In every meeting, the teacher asks each individual to speak first before starting the learning process. As for teaching speaking skills, use the question and answer method, and methods using body movements. Based on the testimony of teacher Dina Marni: “I am a teacher of speaking skills in language preparation B. In learning speaking skills, I used the question and answer method, and the methods I used are body movements. In my opinion, applying the language is very important in speaking, especially for female students who live in the dormitory. Before learning begins, I accustom the students to speaking Arabic with their friends first until the students become accustomed to speaking Arabic” (Dina Marni, teacher of the subject “Speech Skills” in the Language Preparation B class, the result of the interview on Sunday).

The supporting factors in teaching speaking skills are their environment.

The teacher encourages the students to speak Arabic in the classroom and in the residence. Regarding learning the skill of speaking, of course every student has a different enthusiasm, and some of them lack enthusiasm in learning the skill of speaking. Based on the testimony of teacher Dina Marti: “The supporting factors in teaching speaking skills, in my opinion, are their environment, because the environment is a place that has a great influence on their Arabic language, so I oblige all female students to get used to speaking Arabic in the classroom and at home” (Dina Marni, teacher of the subject “Speech Skills” in the Language Preparation B class, the result of the interview on Sunday).

Based on the statements of the two teachers above, how is the speaking skill ability of female students graduating from modern institutes? And based on the statement of teacher Siti Misra: “Female students graduating from famous modern institutes speak actively, but they lack in sentence structure and the use of grammatical and morphological rules. A small part of them are able to speak Arabic correctly according to the rules, but some of them are fluent in speaking Arabic” (Siti Misra Hasibuan, teacher of the subject Speaking Skills in the Language Preparation Class A, the result of the interview on Monday).

Based on the testimony of teacher Dina Marni: “Female students graduating from modern institutes are more skilled and active in the Arabic language, and are able to speak Arabic with correct sentence structure and good use of grammatical and morphological rules” (Dina Marni, teacher of the subject “Speech Skills” in the Language

Preparation B class, the result of the interview on Sunday).

The female Linguistic A preparation students received excellent grades (11 out of 19), very good (5 out of 5), and very good (3 out of 5). These results show that the female Linguistic A preparation students obtained an average score of 87. The aforementioned data indicate that the ability of the female Linguistic A preparation students in the speaking skill is very good (The result of the final exam evaluation document for Linguistic Preparation B at Sunnah Islamic University Deli Serdang for the academic year 2022/2023).

Among the female students in Linguistic Preparation B were excellent (3 out of 6), good (2 out of 6), and acceptable (1 out of 6). These results show that the female Linguistic Preparation B students obtained an average score of 83. The aforementioned data indicate that the ability of the Linguistic B Preparation female students in the speaking skill is very good (The result of the final exam evaluation document for Linguistic Preparation B at Sunnah Islamic University Dili Serdang for the academic year 2022/2023).

- 3- A comparison between female students graduating from Salafist institutes and female students graduating from modern institutes in terms of speaking ability

As for seeing the ability of the speaking skill in terms of educational background and the result of the level test for female students of linguistic preparation A, which is better among female students graduating from Salafi institutes or from modern institutes, then

a teacher's assessment is that female graduates from Salafi institutes are more dominant in general. However, the Only a small percentage of female graduates from modern institutes are good at speaking. Based on the testimony of teacher Siti Maisarah:

“We see from the test result the educational level and background, the speaking skill ability of female students graduating from Salafi institutes is superior in speaking skill in general because they are more numerous and more dominant than female students graduating from modern institutes” (Siti Misra Hasibuan, teacher of the subject Speaking Skills in the Language Preparation Class A, the result of the interview on Monday).

After the female students take the level test, there is an increase in the experience of the female Linguistic Preparation B students, especially in the speaking skill. The female Linguistic Preparation B students have balanced speaking skill abilities when viewed from their background among the female students who graduated from Salafi institutes or from modern institutes. Each of them has equal advantages. In speaking skill. Based on the testimony of teacher Dina Marni: “We see from the test result the educational level and background, the ability of speaking skills of female students graduating from modern institutes is better than female students graduating from Salafi institutes because they are accustomed to the Arabic language before that” (Dina Marni, teacher of the subject “Speech Skills” in the Language Preparation B

class, the result of the interview on Sunday).

A summary of the results from the observation, interview, and

documentation that the researcher found is as follows:

Table 1: Data of female linguistic preparation students

Female students graduating from modern institutes	Female students graduating from Salafi institutes
<p>Linguistic preparation students A: Different from female students graduating from modern institutes, they are famous for speaking actively but lacking in sentence structure and the use of grammar and morphology rules, and a small portion of them are able to speak Arabic correctly according to the rules. After the researcher conducted the interview, the researcher could conclude that few of them are able to speak Arabic.</p> <p>Linguistic preparation students B: They differ from female students who graduate from modern institutes, as they are more skilled and active in the Arabic language, and are able to speak Arabic with correct sentence structure and good use of the rules of grammar and morphology, but there are also some of them who are less able to speak Arabic.</p>	<p>Linguistic preparation students A: After the researcher conducted interviews with female students graduating from Salafi institutes, the researcher found that many of them are skilled in the Arabic language. They are able to compose a sentence and use the rules of grammar and morphology correctly. A small number of them are still not completely correct in their sentence structure, but they can be corrected. Therefore, the researcher concludes that there are a greater number of female students graduating from Salafi institutes who are skilled than those who are not skilled in speaking the Arabic language.</p> <p>Linguistic preparation students B: The results of the analysis of the interview with female students graduating from Salafi institutes are that they understand how to compose a sentence and use the rules of grammar and morphology well, but few of them are able to apply the skill they have because most of them are ashamed of mastering the Arabic language.</p>

Female graduates from Salafi institutes or from modern institutes, each of them has equal advantages in speaking skills. Based on the testimony of teacher Dina Marni: “We see from the test result the educational level and background, the ability of speaking skills of female students graduating from modern institutes is better than female students graduating from Salafi institutes

because they are accustomed to the Arabic language before that” (Dina Marni, teacher of the subject “Speech Skills” in the Language Preparation B class, the result of the interview on Sunday).

A summary of the results from the observation, interview, and documentation that the researcher found is as follows:

Female students graduating from modern institutes	Female students graduating from Salafi institutes
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<p>Linguistic preparation students A: Different from female students graduating from modern institutes, they are famous for speaking actively but lacking in sentence structure and the use of grammar and morphology rules, and a small portion of them are able to speak Arabic correctly according to the rules. After the researcher conducted the interview, the researcher could conclude that few of them are able to speak Arabic.</p> <p>Linguistic preparation students B: They differ from female students graduating from modern institutes. They are more skilled and active in the Arabic language, and are able to speak Arabic with correct sentence structure and good use of grammar and morphology rules. However, there are also some of them who are less able to speak Arabic.</p>	<p>Linguistic preparation students A: After the researcher conducted interviews with female students graduating from Salafi institutes, the researcher found that many of them are skilled in the Arabic language. They are able to compose a sentence and use grammar and morphology rules correctly, and a small number of them are still not completely correct in their sentence structure but can be corrected. Therefore, the researcher concludes that there are a greater number of female students graduating from Salafi institutes who are skilled than those who are not skilled in speaking the Arabic language.</p> <p>Linguistic preparation students B: The results of the analysis of the interview with female students graduating from Salafi institutes are that they understand how to compose a sentence and use the rules of grammar and morphology well, but few of them are able to apply the skill they have because most of them are ashamed of mastering the Arabic language.</p>
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A comparison can be evaluated from the two groups i.e. both groups have special advantages, however, it is said that female students graduating from Salafi institutes are superior in speaking Arabic than female students graduating from modern institutes.

Conclusion

A comparative study on speaking skill among female linguistic preparation students at the Islamic Sunnah University (a study among female graduates of Salafi and modern institutes), as follows: 1) Female students graduating from Salafi institutes: Linguistic Preparation A students, students skilled in the Arabic language, able to compose sentences and use the rules of grammar and morphology correctly. As for the Linguistic Preparation B students, I understand how to structure a sentence

and use the rules of grammar and morphology well, but few of them apply it. 2) Female students graduating from modern institutes: Female students of Linguistic Preparation A, graduating from modern institutes, lack in sentence structure and the use of grammar and morphology rules, and a small portion of them are able to speak Arabic well. As for the female Linguistic Preparation B students, they are more skilled and active in Arabic, and are able to speak Arabic by constructing the correct sentence and using the rules of grammar and morphology well, but there are also some of them who are less able to speak Arabic. 3) A comparison between the

two groups: female students graduating from Salafi institutes are superior in speaking Arabic than female students graduating from modern institutes.

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