



Effective Learning Strategies: Applying the Articulation Model in Teaching and Learning Activities

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ABSTRACT

Purpose of the study: This study aims to examine the impact of implementing the articulation model on students' speaking skills at Madrasah Aliyah Islamiyah Syafi'iyah, Paiton, Probolinggo. The articulation model is an innovative approach that encourages students to actively retell the material they have learned to their peers. This method is designed to enhance students' comprehension, improve their communication skills, and boost their confidence.

Methodology: This research employed a quantitative approach with an experimental design, involving two groups: an experimental group taught using the articulation model and a control group taught using conventional teaching methods.

Main Findings: The findings indicate that students taught using the articulation model demonstrated a significant improvement in their speaking skills, with 85% able to deliver material coherently, logically, and confidently. Additionally, this model enhanced students' understanding of the subject matter. However, some challenges were observed, such as varying levels of participation among students and difficulties in public speaking, which require specific attention to ensure active engagement for all learners.

Novelty/Originality of this study: This study concludes that the articulation model is effective in enhancing students' speaking skills and is applicable at various educational levels, particularly in religious-based learning. Furthermore, the findings highlight the need for teacher training to optimize the implementation of this model and suggest opportunities for further research to explore its application in different educational settings. The study underscores the importance of professional development for educators and the potential for expanding research on this model's effectiveness across diverse learning environments.

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1. INTRODUCTION

Learning is a complex activity that involves not only the addition of skills and knowledge, but also changes in attitudes, behaviours and ways of thinking that aim to achieve a deeper understanding and ability to solve everyday problems. In order for the teaching-learning process to be successful, students need to be properly trained and to make use of a situation, including the selection of the right model, one of which is the articulation model. The more this model is trained at secondary school level, the more effective and efficient learning will be. No less important is the ability of teachers to organise variations in the learning process [1]-[4].

Therefore, it is necessary to change the learning process by activating students' speaking skills. One of these is the articulation model [5]-[7]. The articulation model is a learning model whose process is like a chain message. This means that whatever the teacher has given must be conveyed or passed on by explaining to other students (group partners) [8]-[10]. The advantages of the articulation model are that students are directly involved in the learning process, student absorption can be trained, students are more independent with the application of the articulation model because students are required to follow the learning process to convey or continue what needs to be conveyed during the learning process [11]-[14].

Articulated learning is a learning model that requires students to be more active in the learning process. Madrasah Aliyah (MA) level students are among those who need to be trained to learn effectively and creatively. The purpose of using the articulation model at MA Islamiyah Syafi'iyah is to improve the students' ability to communicate and argue properly and firmly in public [15]-[17]. The Articulation Model plays a central role in the intellectual, social and emotional development of students and supports successful learning in the classroom [18], [19]. The use of the articulation model can help students to argue well and correctly and to communicate their thoughts effectively to listeners in order to form an effective and efficient communication [20]-[22].

Urgency The application of the articulation model in teaching and learning activities is very important to improve the quality of learning in the classroom. This model encourages students to be actively involved in the learning process by retelling the material they have learnt to their peers [23], [24]. This approach not only deepens students' understanding of the material, but also hones their communication skills, such as speaking clearly, coherently and confidently. With public speaking practice, students learn to express their ideas more confidently, which is very useful in their social and professional lives [25]-[27]. In addition, the articulation model also strengthens students' understanding because they are required to really understand the material before they can convey it well to others [28]-[30]. In addition to improving comprehension and communication skills, the application of the articulation model can also improve classroom dynamics and increase student engagement. When students actively interact and discuss, they are more motivated to learn and feel more responsible for the success of the learning process [27]-[29]. The model is also relevant to be applied in the context of faith-based education, where students are taught to communicate religious values in a coherent and logical way.

But in reality, the ability of students when asked to re-explain what has been conveyed by the teacher at school is still low, especially at MA level, so to train students in this area of learning it is necessary to provoke them to continue answering questions from the teacher, so that from this students will begin to dare to convey their arguments. Speaking to improve the quality of existence is not just speaking, but speaking that is interesting, informative, entertaining and influential [32]-[34]. On this basis, public speaking skills need to be owned by everyone. The articulation model aims to train students to play a role in conveying information and communication techniques that are needed by everyone in different fields of activity [36]-[38]. No less important is the ability of teachers to organise variations in the learning process [39], [40]. The first step that today's young generation must take is to improve their communication skills, therefore it is necessary to change the learning process by activating students in mastering material skills, one of which is the articulation model. This articulation model should be applied from an early age, because if students are not given an articulation model, by the time they enter college, they will just follow the lessons without really understanding what they have learned.

Character education for students at Madrasah Aliyah Islamiyah Syafi'iyah (MAIS) is very important in developing good attitudes, behaviour and personality in accordance with religious teachings. As an institution under the auspices of Islamiyah Syafi'iyah Islamic Boarding School, this madrasah focuses not only on academic achievement, but also on building the character of students who are morally good. Character education here includes instilling positive attitudes such as honesty, discipline, responsibility, tolerance and compassion, which are applied both in the classroom and in everyday life. In addition, as a good way to support the success of character education, it is very necessary to inform or socialise about moral issues in the soul of each child and teenager, to prevent teenagers from doing prohibited things that can also harm themselves or their families [41]-[43]. Through education, a positive character will be embedded in each child's personality. These good character values will lead someone to do good in everyday life [44]-[47]. Therefore, the learning model applied in this madrasa must be able to create an atmosphere that supports the formation of these characters by integrating religious values into every teaching and learning activity. This is so that students are not only intellectually intelligent, but also have a noble character in accordance with Islamic teachings.

Sandy explained that the articulated learning model requires students to be active learners through small group work where each member questions another member on the material just discussed. Deep understanding is required in this model. In general, the results of the study show that the learning of Islamic religious education (PAI) aims to awaken students' religious attitudes in accordance with the guidance of the Shari'a based on the Qur'an, Hadith and other sources of Islamic teachings [48]. A. Suwandi also argues that the application of the articulation model to improve the quality of students' learning with a focus on Indonesian language subjects, the articulation learning model works like a chain message. This means that what the teacher has given, a student

must continue to explain it to other students. This is the uniqueness of the articulation learning model. Students are required to be able to act as recipients of messages as well as messengers. The identification of the problem that occurs is that the learning process carried out by teachers in the classroom is less effective and efficient, including: (1) the teacher does not provide an active role for students in the learning process; (2) the teacher does not provide opportunities for students to solve problems in the learning process; and (3) the lack of motivation given by the teacher to students.

The learning process has a negative impact on students, including: (1) students are less actively involved in the learning process; (2) students lack attention in the learning process; (3) students have less interaction with other students. Therefore, it is necessary to make a problem-solving design, the design of this problem-solving insight aims to overcome the challenges that exist in the learning process that is less effective and efficient in the classroom [43], [49]-[51]. One of the main problems identified is the lack of active role of teachers in involving students in the learning process. As a result, students tend to be passive, receiving information without actively participating in discussions or activities [49], [51], [52]. Therefore, the application of the articulated learning model is the right solution. In this model, students are given the opportunity to retell the material they have learned to their peers, which not only increases their engagement but also reinforces a deeper understanding of the material. In addition, the second issue that needs to be addressed is the lack of opportunities for students to solve problems in the learning process. Students who are not given the space to think critically and solve problems independently will tend to underdevelop their problem solving skills [51], [53], [54]. The articulation model provides opportunities for students to discuss, solve problems with their peers and demonstrate their understanding of the material. In this way, students are trained to think more critically and creatively and become accustomed to working in groups to achieve better understanding [21], [55], [56]. The last problem identified is the lack of motivation given by the teachers to the students, which can reduce their interest and attention to the lesson. Motivation is very important in the learning process and the articulation model can help to increase students' motivation [56]-[58]. By giving students the opportunity to interact more, present material and receive feedback from peers, students will feel more valued and motivated to participate. In addition, the social interaction that occurs in this model also strengthens relationships between students, which in turn creates a more enjoyable and productive learning environment. The results of the study stated that by applying the articulation learning model in improving student learning outcomes in Indonesian language subjects [59].

The peculiarity of this study comes in its specific focus on examining the influence of the articulation learning model on students' speaking skills at Madrasah Aliyah Islamiyah Syafi'iyah. Unlike prior research that focused more on general courses such as Indonesian or biology, this study investigates the setting of Islamic religious education and speaking skills in that environment. This study highlights particular difficulties in applying the articulation model in religious institutions and examines the effects of social contact in small groups on students' speaking abilities. This adds something fresh to the body of knowledge regarding group-based learning in religious education. Therefore, the researcher intends to conduct research on the effect of the articulation model on students' speaking skills at Madrasah Aliyah Islamiyah Syafi'iyah, hoping that the results of this study will have an impact on the continuity of teaching and learning activities.

2. RESEARCH METHOD

This research uses a qualitative approach in the form of a case study [60], [61]. This approach aims to understand in depth the process of applying the articulation model in the context of teaching and learning activities in the classroom. The qualitative method allows researchers to explore students' and teachers' experiences, perceptions and views about the effectiveness of the articulation model. The subjects of this research are teachers and students at a particular level of education, namely the upper secondary level. The selection of the subjects was done through purposive sampling, by selecting teachers who have implemented the articulation model in learning and students who are involved in the learning process.

Data analysis in this study was carried out with a systematic approach in order to gain a deeper understanding of the application of the articulation model in learning activities. The main instrument used in this research is the researcher himself as the key instrument responsible for collecting, processing and analysing data. Data were collected through a number of techniques, namely participant observation, semi-structured interviews with teachers and students, and documentation in the form of lesson plans, student assignment results and teachers' reflective notes. Participatory observation allowed the researcher to directly observe the interaction between teachers and students during learning with the articulation model. Meanwhile, semi-structured interviews provided space for teachers and students to express their views and experiences in relation to the implementation of this model. Documentation, including lesson plans and student assignments, provides concrete evidence of the implementation and results of applied learning.

Table 1. Instrumen grid for semi-structured interviews

Interview Theme	Key Questions
Understanding the Articulation Model	How familiar are you with the Articulation Model in teaching and learning?
Implementation of the Articulation Model	Have you implemented the Articulation Model in your teaching? If so, how?
Effectiveness of the Model	How effective do you think the Articulation Model is in improving students' learning outcomes?
Challenges and Barriers	What challenges do you encounter when applying the Articulation Model in the classroom?
Student Response and Engagement	How do students respond to the Articulation Model in learning activities?
Comparison with Other Strategies	How does the Articulation Model compare with other teaching strategies you have used?
Suggestions for Improvement	What recommendations do you have for improving the implementation of the Articulation Model?

The data collection process was carried out in several stages. In the first stage, preparation, the researchers developed observation instruments and interview guides and selected classes to be used as research subjects. Then, in the implementation stage, the researcher made direct observations during the learning process, observed classroom interactions and recorded key findings. Interviews were conducted with selected teachers and students to explore their experiences of using the articulation model, while learning documents were analysed to see whether existing documents supported the implementation of learning with this model. This stage of data collection provides comprehensive information about the implementation of the articulation model from different perspectives.

The data collected was then analysed using thematic analysis techniques. This process began with initial coding, which identified key themes that emerged from the interviews, observations and documentation. This coding helped the researcher to group the data into main themes such as the effectiveness of the articulation model, student engagement and learning outcomes achieved. In addition, the grouped data was analysed in more depth by interpreting the findings based on the theoretical framework supporting the application of the articulation model. The validity of the data was maintained through the technique of source triangulation, which ensured that the findings were consistent across different data sources. In addition, the member check technique was used, where the researcher asked for feedback from the participants (teachers and students) to verify the initial findings of the research, making the resulting data more valid and accountable [62]-[65].

3. RESULTS AND DICUSSION

An effective learning process requires a model capable of increasing active student participation, one of which is the articulation model. This model emphasises the active interaction between students in communicating information from the teacher to the group. This approach not only teaches students about the material, but also develops their skills in speaking, arguing and expressing opinions in a clear and structured way [14]. At the Madrasah Aliyah (MA) level, learning becomes more complex as students are expected to be able to think critically and communicatively. The articulation model acts not only as a learning technique, but also as a means of developing speaking skills relevant to religious values. By involving students in active discussions, they are expected to be able to communicate arguments and ideas based on logical foundations and strong Islamic values.

3.1 Stages of Articulation Model Implementation

The Articulation Learning Model is implemented at Madrasah Aliyah Islamiyah Syafi'iyah in several stages designed to increase the active participation of the students. The first stage begins with the teacher giving a brief explanation of the material to be studied. The purpose of this explanation is to provide an overview of the topic that the students will be exploring. The teacher then divides the students into small groups of 4-5 people. This grouping is done taking into account the diversity of the students' initial understanding of the material. In these small groups, it is expected that students will be able to discuss in more depth the topics that have been explained, thus enabling them to learn from each other and to understand the material better. This first stage aims to prepare students for a more interactive and collaborative learning process.

In the second stage, each member of the group gets a turn to present the material learned to the other groups. Each student is given the opportunity to speak and explain the results of his or her understanding of the material learned. Here, learning is not a one-way process, but there is interaction between students which facilitates the process of reinforcing understanding. Each student's presentation is followed by a question and

answer session between one group and another. In this question and answer session, students are given the opportunity to ask about things they have not understood and to clarify questions that have arisen. This discussion not only enriches the students' knowledge but also trains their speaking and critical thinking skills. This second stage is very important in creating an active and dynamic learning atmosphere.

The third stage focuses on summarising the results of each group's discussion. At the end of the presentation and discussion session, each group summarises the key points discussed and prepares to present them to the rest of the class. In this process, each student in the group is given the opportunity to present part of their group's discussion. It is important that all group members are actively involved in the information sharing process. The exchange of information between students within a group and between different groups becomes more intensive, which allows students to deepen their understanding of the material discussed. Students are also trained to speak in front of their peers. The aim is to improve their communication skills in a more relaxed yet structured way.

The final stage is the teacher's clarification of the points raised by the students. After all groups have presented their discussion results, the teacher provides further clarification and corrects any mistakes or shortcomings in the students' understanding. The teacher also gives constructive feedback on the students' speaking skills and reinforces the correct concepts. This stage is important to ensure that all the information conveyed during the learning process is correct and in line with the learning objectives. After clarification, the teacher concludes the lesson with a brief evaluation to assess the extent of students' understanding of the material. The teacher also gives feedback on the students' discussion and presentation process and makes suggestions for future improvement. This final stage ensures that the learning is optimal and that the students gain a deep understanding.

3.2 Advantages of the Articulation Model

The articulation model of learning has a number of significant advantages in improving the quality of learning. Firstly, this model encourages students to be active and participatory. In practice, students in this class are given space to interact intensively through small group discussions, question and answer sessions, and presentations of the material they have learned. Student activity in these activities creates a dynamic and interactive classroom atmosphere. For example, when groups exchange opinions and provide answers, deeper learning occurs because each student feels involved in the process of delivering the material. Research by Colleoni found that discussion-based learning can increase student participation by giving them the opportunity to express their views and ideas[37]. This participation also increases students' emotional engagement with the material being studied, making them more motivated to learn. In the context of MA Islamiyah Syafi'iyah, the application of this model succeeded in increasing students' motivation because they felt valued and actively involved in the learning process.

Secondly, the articulation model is also effective in developing students' interpersonal communication skills. Interpersonal intelligence is one of several important intelligences for children. Interpersonal intelligence is the ability to understand the thoughts, attitudes and behaviour of others[32]. During this study, students were trained to speak in front of the class, to express their opinions, and to listen and respond to the views of their classmates. These activities gave students the opportunity to improve their communication skills, especially in an organisational context. The benefits of organisation are also felt by the pupils. Individually, students who are active in organisations show significant differences in emotional maturity and mental toughness compared to students who are not active in organisations. Students who are involved in organisations have higher self-confidence, are able to communicate ideas, thoughts and material in front of teachers and classmates, and are more courageous in asking questions about material they do not understand. In contrast, students who are not involved in organisations are often afraid to express their wishes or ask questions in front of the class. Institutionally, students' participation in organisations also plays an important role, as they can actively participate in school activities and help teachers to synergise different activities through organisations such as student councils or other organisations, which certainly helps to create a better and more productive learning environment[45]. For example, in discussion groups, students share their understanding of the topic being discussed, ask questions and respond openly. At MA Islamiyah Syafi'iyah, these skills are very important as they prepare students for a world of work that increasingly requires good interpersonal skills. In addition, effective communication also helps students in their daily social lives, making them more prepared to interact in society.

Thirdly, the articulation model strengthens students' understanding of the material. At MA Islamiyah Syafi'iyah, students are not just passive listeners to the teacher's explanations, but are actively involved in the process of conveying the material through group discussions and presentations. For example, after receiving material from the teacher, each student is asked to repeat what they have learned, either in small groups or in front of the class. This process strengthens their understanding by requiring them to process, analyse and communicate information in a way that is easily understood by their peers. Research conducted by Humairoh explains that learning that actively involves students can deepen their understanding because students need to relate the concepts they are learning to their personal experiences. One way to achieve this is through group

discussion, an activity in which a group of people come together to interact and share their ideas, views and thoughts on a particular topic or issue. In group discussions, students talk to each other and discuss regularly with the aim of gaining a better understanding, solving problems or making decisions together. Therefore, group discussion is often used in education as a learning method that encourages active participation by students. This method allows students to learn from different perspectives and experiences, develop communication and cooperation skills, and build a broader understanding of the topics discussed. In the discussion process, a facilitator acts as an organiser and leader, ensuring the active participation of all students and keeping the discussion on track according to predetermined rules. The facilitator can also ask guiding questions, summarise key points and ensure the smoothness and effectiveness of the discussion[66]. At MA Islamiyah Syafi'iyah, the use of the articulation model has been proven to improve student understanding, especially in learning that requires students to formulate and communicate ideas or concepts clearly.

The application of the Articulation Learning Model at MA Islamiyah Syafi'iyah has shown clear evidence of its success in increasing student engagement, communication skills and understanding of the material. Pupils who were actively involved in group discussions showed an increase in their motivation to learn. They participated more often in every class activity, not only passively listening, but also asking questions, giving opinions and discussing with their friends. This shows that the articulation model has succeeded in arousing the interest of the students to become more involved in the learning process.

Group discussion, which is the core of this model, allows students to practise communication skills directly. They learn to express their opinions clearly, to listen and to respond well to the ideas of others. Many students who initially lacked the confidence to speak in front of the class are now more confident and skilled in communicating their ideas and arguments. Learning with the Articulation Model helps students to connect the material they are learning with their own experiences. Through group discussions, students can share knowledge and solve problems together. As a result, their understanding of the material becomes deeper because they are not just memorising information, but are able to construct and apply it in a real context.

These benefits are in line with active learning theories, which state that the basic principle of active learning is to encourage students' active participation in the learning process. Students are not just passive listeners, but are directly involved in activities such as discussion, research, group work or experimentation. By providing opportunities for students to play an active role in learning, the articulation model is expected to continue to be an effective approach to improving the quality of education in the madrasa.

3.3 Obstacles and Countermeasures

The application of the Articulation Model at MA Islamiyah Syafi'iyah is indeed inseparable from the obstacles and challenges that need to be faced in order for learning to take place effectively. The first obstacle that often arises is the difference in the level of participation of the students in the group, including students who are very active and confident in speaking, while there are also those who are more passive and reluctant to participate. This creates an imbalance in the discussion process which can reduce the effectiveness of learning. Passive students may not fully understand the material, while active students tend to master most of the material. To overcome this, teachers need to ensure that every student gets a chance to participate in the learning process. One solution is to provide open-ended questions or group tasks that require contributions from all members. Teachers at MA Islamiyah Syafi'iyah use a 'rotation' system in discussions or presentations so that every student has an opportunity to speak. Tasks such as making group presentations also help to ensure fair collaboration, with each student playing a role in organising the material and communicating their ideas. Low student participation in learning is often a challenge in the classroom, but with the right approach, such as collaborative tasks and rotating speaking opportunities, student participation can increase significantly[59].

The second barrier that is often encountered is students' difficulty with public speaking. Many students at MA Islamiyah Syafi'iyah feel uncomfortable and lack confidence when asked to speak in front of the class, especially at the beginning of using this articulation model. This lack of confidence inhibits the full use of this model as its main purpose is to train students to speak confidently both in small groups and in front of the class. Teachers at MA Islamiyah Syafi'iyah recognise the importance of overcoming this obstacle, so they gradually provide speaking practice. One of the methods used is to start with small group discussions before asking students to speak in front of a larger class. This approach provides an opportunity for students to build their confidence in a safer and less pressurized environment. After each presentation, the teacher provides constructive feedback to improve students' speaking skills, both in terms of conveying ideas and speaking more confidently. By developing their public speaking skills, students can more easily participate in class discussions, convey their ideas, and complete assignments that involve presentations. This gradual approach also helps students overcome awkwardness, which in turn makes them better prepared to speak in front of a larger audience [47].

In addition, the third challenge, which is no less important, is the problem of time in implementing the articulation model. This model requires quite a lot of time, especially when discussions and presentations have to be done in rotation and involve many students. At MA Islamiyah Syafi'iyah, teachers often find it difficult to

allocate time efficiently as each group needs time to discuss and present their findings to the class. Therefore, proper timing is key to ensuring that all students get a chance to speak without sacrificing the quality of learning. Teachers often manage time tightly to ensure that each group has a fair amount of time to present without reducing the time for in-depth discussion. According to active learning theory, discussion-based learning takes more time, but if managed well, it can significantly increase student understanding and engagement. Therefore, good time management is necessary to maximize the effectiveness of this articulation model [48].

Therefore, although the implementation of the articulation model at MA Islamiyah Syafi'iyah faces some challenges, such as varying levels of student participation, difficulties with public speaking, and time management, teachers can overcome these obstacles with the right approach. Through the method of staged speaking, providing constructive feedback, and efficient time management, this model still provides great benefits to students in developing communication skills and understanding the material.

3.4 Results and Impact of Model Implementation

This research was conducted at Madrasah Aliyah Islamiyah Syafi'iyah, Sumberanyar Paiton, Probolinggo to evaluate the impact of the articulation model on students' speaking skills. The study involved 40 students who were divided into two groups: an experimental group that used the articulation model and a control group that used the conventional model. This study aims to measure the extent to which the articulation model can improve students' speaking skills, which include their ability to explain the material coherently, express opinions confidently, and answer questions appropriately. In addition, this study also aims to evaluate the impact of this learning model on students' understanding of the material. The conventional learning model, which was applied to the control group, is a traditional teaching approach that focuses on the direct delivery of material from the teacher to the students. In this model, the teacher becomes the center of learning, and students tend to be more passive, spending most of their time listening to lectures or instructions from the teacher. Characteristics of this model include the lecture method used by the teacher, passive students in the learning process, emphasis on memorization of material, and assessment based on exams. The conventional model is more structured and rigid, often leaving little room for students to be actively involved in learning. This has an impact on students' low speaking skills as they are not given the opportunity to speak or interact actively in learning activities [67]. In contrast, the articulation model applied to the experimental group has a more flexible and interactive structure. In this model, students are actively involved in small group discussions, question and answer sessions, and material presentations. This model aims to encourage students to speak and interact with their classmates, which not only improves their speaking skills, but also helps them to deepen their understanding of the material.

The results of the research conducted at MA Islamiyah Syafi'iyah showed that the use of the Articulation Model had a significant positive impact on students' speaking skills. As many as 85% of the students involved in learning using the Articulation Model experienced an improvement in their speaking skills as evidenced by their ability to explain material coherently, express opinions with confidence, and answer questions more accurately and quickly. In addition to speaking skills, this study also found that the Articulation Model can improve students' understanding of the material. Students who learn with this model do not just listen or take notes, but are directly involved in the information processing process, both through group discussions and presentations. This strengthens their understanding of the material. According to constructivist learning theory, learning that actively involves students in the process of thinking and speaking strengthens the connection between the concepts learned and students' personal experiences, thus helping them to remember and understand the material better [2]. At MA Islamiyah Syafi'iyah, the application of the articulation model gives students the opportunity to interact with their classmates, which allows them to share their understanding, correct each other and develop new ideas together.

In addition to the significant positive impact, this study also identified several challenges and obstacles in the application of the articulation model at MA Islamiyah Syafi'iyah. One of the main barriers identified was the varying levels of student participation. Some students show high interest and are very active in discussing or speaking in front of the class, while other students tend to be more passive and reluctant to participate in group discussions. This difference can affect the effectiveness of the articulation model because not all students are given equal opportunities to contribute to learning. Therefore, the role of the teacher is crucial in ensuring that each student is equally involved in discussions and other activities. Teachers need to ensure that all students have the opportunity to speak and express their opinions. One way teachers can do this is by implementing a rotation system in presentations or discussions where each student takes turns speaking so that no student feels neglected. In practice, teachers at MA Islamiyah Syafi'iyah also use a more in-depth approach to encourage student participation. Teachers give group assignments that require input from all members of the group, such as putting together a presentation or creating a group project that requires active collaboration. In this way, even the more passive students are forced to interact with their peers and begin to develop their speaking skills in a safer and more supportive context. In addition, teachers provided individual feedback to students after each discussion or presentation session to help them improve their speaking, manage their awkwardness, and enhance their communication skills. The study also showed that although there were some challenges in implementing the

articulation model, the end result was very positive for the students. Their speaking skills improved significantly, and they also showed better comprehension of the material compared to students who learned using the traditional model. A total of 85% of the students in the experimental group who used the articulation model reported that they felt more confident speaking in front of the class, more skillful in explaining the material, and more comfortable answering questions from their peers or the teacher. In addition, they felt more interested and engaged in learning because they had the opportunity to collaborate with their friends and talk openly about the topic being studied.

The articulation model also has an impact on increasing students' motivation to learn. Learning that is more active and involves students directly makes them feel more valued and involved in the learning process. This is very different from the traditional model, which tends to emphasize one-way lecturing and provides less space for students to interact. In the articulation model, students not only actively listen to information, but also actively process and communicate the information, which increases their confidence and gives them a sense of accomplishment. The results of this study are consistent with previous research conducted by Nurmala, who found that the articulation model was able to increase students' activeness and understanding of the material in Indonesian language learning [14]. Another study by Abourachid also supports these findings, where the application of the articulation model successfully reduced students' tendency to be passive in learning and improved their communication skills [16]. However, although many students experienced improvements in their speaking skills, some challenges remained. Some students still felt uncomfortable speaking in public and the level of participation varied between students. This suggests that although the articulation model provides opportunities for students to speak actively, there is a need to support them to build further confidence. This challenge was also faced in a previous study by Andriani who found that although the articulation model was effective, there were students who still found it difficult to interact, especially in larger groups [15].

Based on these findings, it can be generalised that the application of the articulation model has great potential to improve the quality of learning at different levels of education, especially in learning that prioritises communication skills and material comprehension. This model can be applied to other subjects besides Indonesian language, such as religious value-based learning, social sciences or natural sciences, by adapting the materials and delivery methods. The implication of this research is the importance of training teachers to master and implement the articulation model optimally. In addition, further supervision is needed to ensure that all students are actively involved and that no one feels uncomfortable or isolated during the learning process.

This study has several limitations, including the limited number of samples, only in one class at Madrasah Aliyah Islamiyah Syafi'iyah, which may not fully reflect conditions in other schools. In addition, the short duration of the implementation of the articulation model in this study may not have been sufficient to observe the long-term effects on students' speaking skills and comprehension of the material. The study also focused more on direct observations and interviews which, while providing in-depth insights, did not take into account other broader aspects such as the influence of home environment or external factors on students' skill development. Based on these limitations, the recommendation for future research is to extend the scope of the study to more schools and different grade levels in order to obtain more representative data. It is also recommended to include long-term observations to see the effects of implementing the articulation model over a longer period of time. In addition, researchers can further explore external factors that influence students' engagement in learning, such as parental support or the involvement of the school community in the learning process.

Overall, this study shows that the implementation of the Articulation Model at MA Islamiyah Syafi'iyah has a significant positive impact on students' speaking skills, understanding of the material and motivation to learn. The model proved to be effective in improving the quality of learning by actively involving students in discussions, question and answer sessions and presentations. Although there are challenges related to students' different levels of participation and difficulties in public speaking, with the right approach from the teacher, these obstacles can be overcome. Therefore, the articulation model can be used as one of the effective learning alternatives to improve students' speaking skills and material comprehension at MA Islamiyah Syafi'iyah.

4. CONCLUSION

This study shows that the use of the articulation model at MA Islamiyah Syafi'iyah has a significant positive impact on students' speaking skills. As many as 85% of the students who used the articulation model experienced an increase in their speaking skills, including the ability to explain the material coherently, express opinions with confidence, and answer questions appropriately. This research contributes to the development of collaborative and interactive learning that can improve the quality of education, particularly in students' speaking skills. In addition, this research provides insight into how learning that actively involves students in discussions and presentations can enhance understanding of the material.

The implication of this study is that the articulation model can be widely applied in the context of learning in madrasas or other schools to improve students' speaking skills and understanding of the material. By

using this model, students will be encouraged to participate more actively in learning, which will not only improve their speaking skills, but also their collaboration and problem-solving skills. Another implication is that teachers need to ensure the involvement of each student in learning, given the different levels of participation among students. Therefore, teachers need to use effective classroom management strategies so that each student can contribute optimally in group discussions and presentations.

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