

Arabic Speaking Learning: A Suitable Method Can Be Used By Teacher

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Abstract

This paper aims to provide an overview of improving speaking skills (*Mabarab Al-Kalam*) in learning Arabic through the presentation of methods and learning techniques, according to experts, which aims to make it easier for Arabic language educators to teach Arabic language skills with creative methods. In the context of learning Arabic. The reason for conducting this research is due to the low ability of students to master the language skills while learning Arabic at school. The research method that the authors used in this study, based on the sources studied, was library research. The results of the study stated that students were equipped with basic speaking skills to improve speech proficiency, such as practicing the application of dialogue patterns, vocabulary, rules, facial expressions, and so on. Several techniques might be used in this exercise, including dialogue (*Al-Hiwar*), pattern practice (*Tatbbiq Al-Namudzay*), and oral essays (*Al-Tarkib Al-Syafawi*). Of the several methods of learning language skills presented in this paper, according to the researcher, the most suitable method used in learning speaking skills is the direct method.

Keywords: *Arabic Speaking, Learning Method*

Abstrak

Tulisan ini bertujuan memberikan gambaran dalam peningkatan keterampilan berbicara (*mabarab al-kalam*) pada pembelajaran bahasa Arab melalui pemaparan metode-metode pembelajaran menurut para ahli. Bertujuan untuk memudahkan guru bahasa Arab dalam mengajarkan kemahiran *kalam* dengan metode-metode yang kreatif. Alasan penulis melakukan penelitian ini dilatar belakangi masih rendahnya kemampuan siswa dalam menguasai kemahiran *kalam* selama proses pembelajaran bahasa Arab. Metode penelitian merupakan penelitian kepustakaan. Hasil penelitian menyatakan bahwa untuk meningkatkan kemahiran *kalam* siswa dibekali dengan kemampuan dasar dalam berbicara yang diperlukan ketika belajar, seperti latihan penerapan pola dialog, kosa kata, kaidah, mimik muka, dan sebagainya. Beberapa teknik yang mungkin dilakukan dalam latihan, antara lain: dialog (*al-hiwar*), praktek pola (*tatbbiq al-namudzay*), dan karangan lisan (*al-tarkib al-syafawi*). Dari beberapa metode yang dikemukakan dalam tulisan ini, peneliti merekomendasikan metode langsung untuk mengajarkan *kalam*.

Kata Kunci: *Bebicara Bahasa Arab, Metode Pembelajaran*

Introduction

Language is the words used by everyone to express their intentions. The languages are numerous and varied in Arabic, namely the words expressed by Arabs to convey their intentions (Ghulayaini, 2007).

Language is a system of meaningless elements combined according to rules to become a meaningful structure (Kartomohardjo, 1988). In addition, language has a pattern, and it is based on that pattern that language is used. The pattern (grammatical system) is generally static; Fundamental changes rarely occur, and they must go through a long process when they do occur. Because language has patterns, language is a system, and because of this system, languages can be compared, transferred, learned, and taught.

Arabic is the language of the Koran, the language of communication and information for Muslims. Arabic is also the key to learning other sciences. It is said so because books of various kinds of knowledge in ancient times were primarily written in Arabic. So, if you want to master the knowledge in these books, you must first learn Arabic. It is crucial to have a professional Arabic teacher who truly masters Arabic, both regarding Arabic grammatical rules and skills, to facilitate students' learning process.

In addition, the more essential for the teacher to pay attention to is the creative element in teaching Arabic material, namely in planning and using various techniques or methods of learning Arabic under the material to be taught, of course by taking into account the situation and condition of students. All of this is intended so that students can receive, understand and master the Arabic language material that has been taught without having to experience boredom during the Arabic learning process (Tarigan, 1990).

In learning Arabic, students are directed to develop excellent and correct communication skills, both orally and in writing. The scope of learning Arabic includes (1) linguistic elements: grammar (*qawaid*), vocabulary (*mufrodat*), pronunciation, and spelling (*ashmat*), (Munir, 2017), (2) language skills: listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qiraah*), and writing (*maharah kitabah*), (Munir, 2017) and (3) cultural aspects contained in spoken and written texts.

One of the most critical skills is speaking ability. Speaking ability (*maharah kalam*) occupies the most important position because it is a characteristic of students' communicative abilities. Sometimes, the success of language learning is seen in students' speaking skills. Speaking is an active language activity of a language user using language to express himself verbally.

In speaking skills (*maharah al-kalam*) which emphasize content and meaning in conveying messages orally, there are various forms and ways that can be done according to the level of mastery of language skills that students already have. The reason for conducting this research is due to the low ability of students to master the language skills while learning Arabic at school.

It is necessary to realize the importance of effective Arabic language learning so that the teaching and learning process of Arabic can be successful under the goals set. Therefore, it is

necessary to reconstruct the development of Arabic language education, especially in Maharah Kalam. This part is vital considering the higher interest in learning Arabic and the rapid development of science and technology.

Methods

This research uses a literature study approach or library research. In this library research, the process of collecting, analyzing, processing, and presenting books, journals, and texts related to the research theme is carried out as reference material in the form of bibliography reports (Zed, 2008). The data that has been collected is then analyzed using the content analysis method. The stages in this method include data reduction, data presentation, and conclusion.

Results and Discussion

The difference between traditional and modern Arabic learning lies in emphasizing speaking skills or maharah kalam. Based on the author's experience learning classical/traditional Arabic, the process is more optimized for mastering the grammatical structure of the language to understand the message conveyed as a whole. Learning Arabic by optimizing speaking skills is the essence of learning the language itself because the essence of language is spoken and spoken.

The consequence of the change in learning Arabic from traditional to modern also demands a change in the learning method. Therefore, developing more creative and innovative methods is necessary to improve students' speaking skills. Every Arabic learning is inseparable from the method, strategy, and media. Speaking skills can be obtained with habituation. Habituation itself is a form of implementation that is repeated practice (Hermawan, 2011).

Language is assessed as part of language habits, or behavior acquired or learned by someone through istima', imitation, and repetition until the language is well mastered and becomes a habit. To acquire language skills in the learning process and become a daily habit, of course, requires the competence of an Arabic teacher with creative teaching methods (Bahruddin, 2017).

Learning methods are ways of presenting subject matter that is carried out by educators so that the learning process occurs in students to achieve goals. The selection of learning methods must be carried out by considering the existing situation and conditions, learning resources, the needs of students, and the characteristics students face to achieve learning objectives. The method is in the form of plans, rules, steps, and means, which will be played out in the teaching and learning process in the classroom to achieve and realize the learning objectives (Nuha, 2012).

According to the structural assumptions pioneered by Ferdinand de Saussure (Effendi, 2005), Originally, language was utterance (oral), so the teacher had to teach language skills gradually, from listening (istima'), speaking (kalam), reading (*qira'ah*), and writing (kitabah). From an educational perspective, learning language skills should begin with mastering things closest to the learner's life, such as mastery of vocabulary about the school environment, class, library, etc. Learning should also start from easy to more complicated (gradual), pay attention to accuracy in using language, and create fun situations. In the audiolingual approach, there are five principles that foreign language teachers need to know. Kamal Ibrahim Badri calls them foreign language teaching methods (Badri, tt).

First, language is speaking, not writing. Foreign language learning prioritizes listening and speaking skills, then reading and writing. Pronunciation of *hijaiyah* letters must be familiarized first to avoid the influence of the mother tongue.

Second, language is a system of habituation. Foreign language learning is directed toward habituation. Not at making sentences, for example, by imitation and memorization.

Third, learning the use of language is not learning about language. Learning is trained using language according to the object. The provision of vocabulary (mufradât) is necessary according to the context.

Fourth, language is what is said actively, not what must be said. Students are provided with official (*fushah*) and informal (*amiyyah*) expressions, as well as sentence patterns and examples that can be used in speaking, not material differences in accent (*lahjah*) between one region (Arabic) and another in detail.

Fifth, the language in the narrative is different. The mother tongue's pronunciation, structure, and semantics are different from those of a foreign language. Therefore, learning a foreign language for beginners requires *tardîd* (letter-by-letter repetition of utterances) so as not to be influenced by the mother tongue so that students can speak automatically and reflexively as if it were their mother tongue.

Speaking skills are the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the interlocutor (Hermawan, 2011). In general, speaking skills aim to make students able to communicate verbally naturally and adequately using the language they are learning. Excellent and reasonable means conveying messages to others in a socially acceptable way. However, to reach the stage of communication proficiency, training activities are needed. These activities are not easy for language learning because a language environment that accommodates students must first be created (Hremawan, 2011).

Subyakto-Nababan in Arabic Learning Methodology divides these training activities into two categories, namely pre-communicative and communicative (Hermawan, 2011). *Pre-communicative exercise* does not mean that the exercises are not yet communicative but are intended to equip students with basic speaking skills necessary when working in the field, such as exercises in applying dialogue patterns, vocabulary, rules, facial expressions, and so on (Hermawan, 2011).

The usual way is to combine listening exercises with speaking because the two are interrelated. As in listening practice, the essential and first introduced exercise in speaking is distinguishing the sounds of word elements (phonemes) followed by their application in words and sentences.

Some of the techniques that might be done in pre-cumulative exercises include (Hermawan, 2011):

Dialogue memorized. This technique is an exercise in imitating and memorizing dialogues about various situations and opportunities. Through this exercise, students are expected to achieve good proficiency in conversation. Even though at first it was patterned based on memorization, if done continuously, it will become the ability to communicate.

Dialogue through pictures. This technique is given so students can understand facts through pictures expressed orally according to their level. In this case, the teacher brings the pictures and shows them one by one to the students while asking, 'Then the students answer according to the picture shown.

Guided Dialogue. This technique is given so that students can complete the conversation according to the specific situation being trained. In this case, the teacher gives examples of questions and answers in Arabic, for example, about "watching a movie in the cinema." In this question and answer, a description response/answer is presented, after which the teacher gives sentences to students to respond to.

Dramatization of action. This technique is given so that students can express an activity verbally. In this case, the teacher performs specific actions such as smiling, laughing, and so on while asking.

Pattern practice technique. This technique consists of expressing sentence patterns that must be repeated orally in a particular form as ordered. Practice this pattern is a form of practice completing specific sentences preceded by preliminary, random questions or already complete additions. Included in pattern practices include addition, insertion, substitution, integration, composing, complementing, and others.

Communicative Exercise. This exercise prioritizes students' creativity in doing the exercises. At this training stage, the direct involvement of the teacher begins to be reduced to allow

students to develop their abilities. Students at this stage are emphasized to talk more than the teacher. The exercise presentation is given in stages, and it is recommended that the training material be selected according to the class conditions. Psychologically each class has unequal collective tendencies, views, and abilities. Therefore the teacher must be good at taking advantage of this condition so that every learning activity gives them excitement (Hermawan, 2011).

Some of the activities that can be done in communicative exercises in stages are as follows (Hermawan, 2011):

Group conversation. The equipment that must be provided is a tape recorder to record all conversations. In one class, the students are divided into groups as needed. Each group is given a simple story title. In this exercise, the students take turns saying something connected by their group mates so that it becomes a complete story. All conversations about activities are recorded. When students can listen to the finished conversations about activities, the recording is played back for discussion regarding the content, pattern, intonation, etc.

Roleplay. In this activity, the teacher gives specific role assignments that each student must carry out. The role must be adjusted to the level of mastery of the student's language. Playing this role is a technique that is very useful in practicing language behavior. This task can be assigned straightforwardly to a complex one that requires mastery of complex patterns.

Practice social expressions. Social expressions mean social behaviors when communicating that are expressed orally, such as paying respects, expressing admiration, joy, compliments, congratulation, etc.

Practice field. Field practice means communication with native speakers outside the classroom. This field practice is significant for developing Arabic language skills because talking with native speakers can indirectly make language corrections in various aspects. In addition, speaking activities in the field can be used to measure language learning development.

Problem solving. Problem-solving is usually done in the form of discussion. This activity aims to solve a problem or enter into an agreement about a plan. In this activity, the teacher must also look at students' ability level in Arabic. For beginner levels, the problems to be solved must be simple. It does not rule out activities that students must do based on the help of the teacher's imagination if the situation so requires it. The theme is, for example, "Public Facilities in Schools/Madrasahs." The teacher says: "What are the public facilities in the school/madrasah?"

The students are divided into several groups in one class, each with a leader. Each group must discuss "Public Facilities at Schools/Madrasahs" using Arabic. Each student in the group

has to give suggestions. Then the leader writes them down. If requested, the teacher provides the necessary vocabulary or sentence patterns. The group that collected the most items was asked to explain matters relating to public facilities at schools/madrasas.

The problems that are solved are even more complicated for levels that are already higher. Even students are given the freedom to determine the theme of the problems that are being solved. Teachers at this level begin to reduce their involvement in student activities.

In his book *Planning for the Arabic Language Teaching System*, Munir said that the method applied to kalam material was the direct method, namely the natural learning process using Arabic as the language of instruction. Before displaying the material text, the Arabic teacher should present an image (visual) or an expression (audio) that can be displayed in front of the class. Present the material with media for a while. The teacher invites students to catch the words in the expression and try to understand the meaning contained therein (Munir, 2017). Next, the teacher makes an inventory of some of the *mufrodats* captured from the media, and it is better to write down the mufrodats on the blackboard. Furthermore, the learning material is delivered using the following techniques:

Explain before repeating. The first step in learning kalam begins with displaying pictures and sounds. Next is a conversation about images that have been presented. The good aspects of the *lafadz* contained the meaning of the lafadz, aspects of *nabwu*, and *sharaf*. However, the emphasis is only limited to the aspects of the meaning in the images displayed, not yet on the differences in sound or pronunciation.

The application of this technique is as follows (Munir, 2017), first: the teacher, together with the students, pays attention to the kalam material contained in the media, second: the teacher and students make an inventory of the captured words, third: the teacher asks several students to put forward some mufrodats that have been caught, fourth: the teacher arranges mufrodats which are expressed by several students on the blackboard and if there are still mufrodats that are left behind, they are immediately completed, fifth: the teacher explains the meaning of the mufrodats one by one, sixth: the next step is repetition. Repetition of words contained in the material can be started from the collective, then small groups, and individually so that everyone gets a turn.

Repeat before explaining. In the first step, the teacher says the words in the material presented in the media one by one repeatedly, and if necessary, while showing pictures or movements. After that, the students repeat it collectively in small groups and one by one. After the teacher feels sure, all students can pronounce these words correctly, then explain their meaning and elements of *nabwu* and *sharaf*. All learning processes are carried out using Arabic,

without using the students' mother tongue or local language. The next step is the exploitation stage, optimizing students in learning kalam. The application of this technique is as follows, first: the teacher trains students to use sentences or expressions that have complete meanings as conversational expressions, whether using pictures or not at all, second: after the teacher is sure of the ability of all students to use these expressions, then nahwu and sharaf material is given, third: then the teacher can begin to apply discussion techniques, dialogue freely involving all students, fourth: students can already be given the task of developing speech activities by playing specific roles as actual language activities. For example, by creating a discussion group, some are assigned to be moderators, panelists, responders, note-takers, etc.

Several steps can be used by a teacher when teaching speaking skills, including (Mustofa, 2017):

First, For beginner learners (*mubtadi'*). Students are asked to learn to say words, compose sentences and express their thoughts; The teacher begins to practice speaking by giving simple questions; The teacher sequences the questions answered by students so that they end up forming a perfect theme; and The teacher asks students to answer *syafawiyah* exercises by memorizing conversations or answering questions related to the content of the text that students have read.

Second, For intermediate-level learners (*mutawassith*). Learn to speak by roleplaying; Discuss a particular theme; Talking about events that happened to students; and Tell about information that has been heard on television, radio, or other.

Thirt, For advanced learners (*mutaqaddim*). The teacher chooses a theme to practice speaking; The chosen theme should be interesting and relates to students' everyday lives; Themes should be clear and limited; Students are welcome to choose one or more themes until finally, students are free to choose the theme that is discussed and what they know.

Rushdi Ahmad Tuaimah said about the development of speaking skills, the skills that must be developed in speaking according to the level are as follows (Tuaimah, tt):

First, the base level:

Pronounce Arabic sounds correct with distinguish when reciting between similar sounds like (*da/za/tha*) and transcendental sounds like (*ba/ta/tsa*) with a clear distinction; Distinguish pronunciation between long vowels and short vowels; Distinguish phonetically between long readings and *tasydid* when speaking or listening to them; Signs, gestures, and gestures expressively express what is to be communicated; Awareness of the kind of emotion prominent in speech and responding to it within known boundaries.

Second, Intermediate level:

Be able to pronounce words that line up the tanwins correctly; Responding to questions addressed to him with the correct answers and by the intent of the question; Retells a story given to him; and The student's ability to present orally and in the right way the text of the speech given to him.

Third, Advanced Level:

When talking can describe his respect for others; Able to adjust the tone of his voice according to the situation in which he is speaking; Tells a short story about his creativity; Retrieving texts from memory that he memorized and conveyed correctly, such as verses, hadiths, and songs; Distinguish the type of stress and intonation when listening and do it efficiently when speaking.

From the description of the methods and techniques for learning speaking skills (*kalam*) put forward by the experts above, the authors formulate the correct method for teaching speaking skills in schools/madrasas that are needed at this time as follows:

First, The teacher should use the direct method in learning speaking skills. Namely, in conveying subject matter, the teacher must use Arabic as the language of instruction. In this case, the teacher must pay attention to the students' level to determine the weight and portion of the use of Arabic.

Second, Teachers using the direct method must pay attention to the right technique or strategy according to their student's needs and level/level, while the technique/strategy that can be used is to repeat before explaining.

Thirt, Teachers providing speaking skills material are required to be creative in using and utilizing media to facilitate and stimulate participants' willingness to understand the material.

Conclusion

Speaking skills are the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the interlocutor. Arabic Language Learning Methodology divides speaking skills training activities (*kalam*) into two categories, namely pre-communicative and communicative.

Some techniques that might be used in pre-conducting exercises include (a) Dialogue memorization, (b) Dialogue through pictures, (c) Guided dialogue, (d) Dramatization of action, and (e) Pattern practice technique. Some activities that can be done in communicative exercises in stages are as follows: (a) Group conversation, (b) Role play, (c) Practice of social expression, (d) Field practice, and (e) Problem-solving.

In the Arabic Language Teaching System Planning book, it is said that the suitable method to apply to speaking skill material (kalam) is the direct method, using techniques or strategies: explain before repeating and repeat before explaining.

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