

Learning Mahārah Kalām with A Communicative Approach to Arabic Language Education Students at Raden Intan State Islamic University Lampung

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Abstract

It is not easy to learn a language especially a foreign language. Arabic is one of the foreign languages that many people learn in schools and colleges. In society and especially among Muslims, Arabic is seen as a religious language. As for schools and universities, learning Arabic requires the right goals, strategies, techniques, methods, and approaches. This study looked at communicative strategies that are usually taken when teaching Arabic as a foreign language. Students will be able to communicate using the Arabic they have learned in class if they choose a communicative approach to learning Arabic. This will encourage students to be more active participants in the process of learning Arabic. In this study, the method used was field research using a qualitative descriptive approach. Learning Arabic with a communicative approach also pays attention to the characteristics of students who are in the transition period from high school (SMA / MA) to college.

Keywords: *Arabic Learning, Communicative Approach, Maharah al-Kalam.*

INTRODUCTION

The situation of education in Indonesia in the current era is not good. The education system in Indonesia has at least two major problems today. The first problem is that education is not very good. This is related to how people's desire for good educational output has grown over time. The current situation is in line with how the needs of the world of work have changed, which now requires more than just graduates who know what the industrial world needs. Today's graduates need to be highly skilled, especially in terms of how well they can think. So, what graduates want now is graduates who focus on mental work (Utami, 2020).

The second issue relates to the culture and character of the country. This problem is caused by several things in the life of Indonesian people that show that the culture and character of the country is getting weaker over time. It relatesn about education and it is thought that the mental collapse of the children of the country is due to an educational system that does not care about how the culture and character of the country grows.

Teaching is not easy, and it is not as simple as just telling or conveying explanations or knowledge from the teacher. In the same way, providing information to students does not automatically make them learn. Learning requires students to use their minds and do their own work. When information is provided, explanations and demonstrations do not always help people learn the most. Students will only remember and feel the effects of what they learned if they were involved (Unsi, 2016).

Learning a language requires work that is not always easy and can make people tired or even angry. This is because learning a language means putting oneself in a new situation

so that it can communicate with the person who speaks that language. At the level of phonology, morphology, and syntactic systems new conditions are sometimes very different from those of the mother tongue. Other times, they are similar along with their mother tongue (Rifa'i, 2018).

Indonesian Arabic education has changed rapidly in recent years. Arabic arrived in Indonesia at the same time as Islam. From primary education to higher education, Arabic language education has become part of the Indonesian education system at different points in its history.

When it comes to language learning, there are three terms whose meanings and ideas need to be fully understood: approaches, methods, and techniques. Edward M. Anthony, as quoted by Rodhiyah Zainuddin in his paper "Approach, Method, and Tehnique" defines the three concepts as follows;

First, the approach (Approach), which in Arabic is called madkhal is; a combination of assumptions with reference to the nature of language education and learning. An axiomatic or philosophical approach that emphasizes position, philosophy, and belief is anything that is believed but not necessarily proven (Sardiyanah, 2019).

Second, the method (Method), known as thariqah in Arabic is a comprehensive strategy for the regular or systematic presentation of language elements using a defined methodology (Arifin, 2016).

Third, the technique (Tehnique), which in Arabic is referred to as uslub or which is identical in our language to strategy, is a special activity that is carried out in the classroom according to the chosen approach and technique (Rathomi, 2019).

As just explained, it can be concluded that there is a clear hierarchy between the three concepts. It is possible to propose many methodologies and several strategies from one theoretical framework. The approach should not clash with the strategy, which should be in line with the latter. There is no need to worry about possible overlapping meanings because each of these uses of the phrase has its own origin and context.

Although most Indonesians would agree that Arabic is not native to their country, many Muslims are familiar with the language. It's a shame that most people still think of Arabic as just a religious language, with the growth of the language restricted to devout Muslims. Scholars in fields as diverse as history, philosophy, mathematics, physics, literature and others have used Arabic to write innovative works, but few are aware of this.

Because the approach (madkhal, approach) is a philosophical basis that provides a gateway for the development of learning activities, it is inseparable from the study of language. The correctness of this method is not debatable because it is axiomatic and is based on philosophical principles. The pedagogical "approach" to a topic is the underlying foundation and philosophy. What this means is that our fundamental beliefs about language and the psychology of learning are based on this method.

Based on what has been seen, the Arabic Language Education teacher of Lampung State Islamic University teaches using Arabic textbooks, translates texts, and searches for vocabularies that students do not yet know in Arabic textbooks. Researchers have made observations and found that there are a number of problems there, such as students who did not graduate from madrasa or pesantren schools, students who forgot what they had learned in Arabic classes, lack of interest in learning Arabic, and lack of Arabic class hours. Because of this problem, the researcher made the title "*Learning Maharah al-Kalam with a*

Communicative Approach to Arabic Language Education Students at Raden Intan State Islamic University Lampung".

The purpose of this study is to find out how to learn Arabic, especially maharah al-kalam material, among Arabic Language Education students at Raden Intan State Islamic University Lampung, as well as how the communicative approach is used in Arabic language learning and what problems students have in learning Arabic.

METHOD

The research presented here uses qualitative descriptive methods and is carried out in the field. This research is not a quantitative study, so the data is collected in the form of words and other information obtained from interviews with Arabic teachers at Raden Intan State Islamic University Lampung. In this context, qualitative research refers to a research method in which data are collected mainly in the form of words (written and spoken) and human actions, and there is no attempt to contradict the data that has been obtained.

FINDINGS AND DISCUSSION

Understanding Maharah Al-Kalam

Most of *Maharah al-Kalam* is referred to as ta'bir. The two terms are the same, but there are also some differences between them. *Maharah al-Kalam* focuses on the ability to speak, while ta'bir tends to be expressed in writing. Both words are similar in that they are actions that indicate what is on one's mind (Azwar, 2020).

Maharah al-Kalam is a speaking skill. *Maharah al-Kalam* is one of the skills needed to speak Arabic. Linguists give different definitions of *Maharah al-Kalam*. People say that *Maharah al-Kalam* is very good at delivering messages orally. Another point of view says that speech skills are the ability to perform articulated reproduction, which is used to communicate feelings, desires and desires to others (Mahbub & Nawawi 2020).

From the above definition, it is clear that *Maharah al-Kalam* is a skill and art in using spoken language to communicate different ideas and thoughts. Arabic is an important language to learn, especially for speaking skills. Arabic is a world language, so students must be actively prepared to use it (*kalam*). By speaking there will be direct communication, as *kalam* is the main way to learn a language.

Learning Objectives of Maharah Al-Kalam

Of course, every learning has a purpose that has become a learning target. The study of *Maharah al-Kalam* is likewise. There are five main objectives of learning *Maharah al-Kalam*, namely: (Halimatus Sa'diyah, 2018).

First: Speaking is easy. To be able to speak Arabic easily, students need to continue practicing, both on a small scale and in front of a large group. With this activity, students will improve their language skills because they feel more confident.

Second: Obviously. It takes practice to speak clearly in Arabic. Such as discussions, debates, etc. Students will be able to explain their ideas more clearly and logically after performing such activities.

Third: be responsible. In this case, the learner is told not to just talk. But the speaker can create a conversation based on the situation, other people, time, and topic.

Fourth: People who listen carefully. When a speaker i a should also be aware of how to be a good listener, which means it should be able to give feedback on what i a heard. In the same way, he criticized his own words.

Fifth: Habit. To be able to speak Arabic properly and correctly, the speaker must make it a habit. The habit exists because of strong intentions. The habit of always speaking in Arabic can be done in small groups or on a large scale. Communication is based on a strong commitment. If the custom is maintained, it will develop a real language environment (bi'ah lughawiyah).

Maharah Al-Kalam Learning Materials

A realization connected with the material presented in the classroom. The same can be said about the research on *Maharah al-Kalam*. The following subjects are discussed in depth throughout time in *Maharah al-Kalam*:

First, this type of conversational material is also called khiwar. A conversation is a verbal exchange between two or more people. There are parties who speak and parties who listen, but there is an interaction or change of position between those parties. So there is an exchange of information and question and answer (Darwati, 2018).

Second, discussion is the act of giving feedback, sharing ideas, and solving problems verbally. The material that is the learning objective is discussed in groups. With discussion activities, teachers hope that students will gain more knowledge and skills and focus more on the learning objectives they need to achieve (Nur, 2017).

Third, storytelling is the act of narrating events, both fictional and real, through spoken words. By telling stories, a person's ability to speak well will increase. So a person's love of storytelling is also a factor in how their *kalam* develops (Minatul & Maulida, 2019).

Principles of Maharah Al-Kalam Learning

To achieve the goal of *Maharah al-Kalam*, people who teach and learn Arabic language skills need to pay attention to the principles in it. The principles of learning *Maharah al-Kalam* are: 1) The teacher must be very good at learning *Maharah al-Kalam*. 2) Learning begins with the introduction of similar words or sounds in your native language and Arabic. 3) Keep an eye on the steps in the process of learning Arabic, such as teaching one sentence, then moving on to two sentences. 4) The focus of learning is on matters related to speaking Arabic, such as how to start and end a conversation well. 5) Maximize continuous speaking practice to speak ideas or just the pronunciation of sounds (C. Nur, 2019).

Since we have already talked about the importance of the principle, it may be thought that this condition must be met in order for the desired learning outcomes to be achieved correctly. On the one hand, the teaching and learning process does not work because learners are not familiar with inconsistent stages and incompetent teachers, which are necessary to improve their skills.

Key Parts of Maharah Al-Kalam Learning

To learn *Maharah al-Kalam* well, a learner must work hard for it. One of the things that makes learning successful is knowing how important the parts that are important to a process are (Roikhatul Jannah et al., 2020). In the case of learning an *Maharah al-Kalam*, there

are three important components that must be considered during the learning process. As shown below:

1. *Pronunciation*

Voice is the most important part of speaking activities. It can be said that to speak is to make a sound. The process of creating a sound must be carried out with the correct pronunciation. So, learning how to pronounce words begins at the very beginning of learning the rules (Asep & Wagino, 2021).

The process of *Al-Kalam* is through the development of pronunciation. The listener will know that there is a conversation going on when he hears a voice or word that seems to come from the conversation and get to his auditory apparatus. So, the way the speaker pronounces words must be correct and far from false.

Sound is a part of the language that is difficult to change or correct if there are errors in the way of speaking in the first place. Therefore, the student must be able to pronounce the taught voices perfectly.

2. *Vocabulary or Mufradat*

Vocabulary, called *Mufradat*, is also an important part of *al-Kalam's* learning. *Mufradat* is a way to understand things. With *mufradat*, people who speak will be able to think and then say what they think (Yenni, 2020).

A person's ability to speak can also be judged by the words they use and how they say them. The more different the sentences, the more different the vocabulary stored.

3. *Grammar or Qawaid*

Grammar or *qawaid* is another important part of *Maharah Kalam*. Grammar and learning a new language will go hand in hand. Grammar is used to ensure that words are used correctly (Budi, 2020).

People who do not speak the native language often say that grammar or *qawaid* is not important. People often say especially in *kalam*, that grammar or *qawaid* is not necessary for oral communication because all that is needed is for the speaker and listener to understand each other (Mirza, 2019).

This is very likely to happen to people who are just starting out or learning a language because grammatical errors are often the cause of the problem. Language on the other hand is a set of rules that speakers should know. So, grammar is also an important part of the activity in which you speak. Errors that occur can be used to evaluate people and give them feedback so that the same mistakes do not happen again.

Communicative Approach

The beginning of this communicative approach stems from his dissatisfaction with the audio-lingual method, which has existed since the 1960s but does not help people learn how to speak fluently (Damateja et al., 2020). Linguists often criticize the theory on which it is based. This is because the aural-oral approach also called the audio-lingual method is based on the grammatical theory of structuralism and the theory of the psyche of behaviorism (Farhan, 2018).

Noam Chomsky, from the United States came up with a generative-transformational grammatical theory. He was highly critical of structural linguistics because it could not show the relationship between meaning and sentence or between sentences. In fact, everyone is

born with the ability to learn a language. It is known as *jihaz iktisab al-lughah*, or Language Acquisition Device (LAD) (Abdul, 2012).

Choamsky's criticism eventually led teachers and linguists to look at the ideas that have been used to teach and learn languages so far. Thus, along with the birth of the theory of cognitivism in psychology, the theory of generative-transformations in linguistics and the theory of LAD in psycholinguistics new ways of teaching language also appeared (Everhard, 2022).

The English word *approach* meaning "approach" is where the word "approach" comes from. In the case of teaching the word "approach" can mean "how to start learning." Wahjoedi considers the learning approach as a way to manage learning activities and student behavior so that he can perform active learning tasks and get maximum results from his learning (Syindi & Umi, 2020).

The communicative approach, called *al-madkhal al-ittishali* in Arabic is a way of teaching active and useful communication skills. Language experts say that this method has made a strategic new breakthrough in the field of second language learning. It is considered an integrated method and has clear features. This is because this approach is a mix of strategies that all work towards one clear goal of teaching students to use language directly (spontaneously) and creatively in addition to mastering grammar (Anwar, 2018).

Thus, the ideas behind this method encourage students to dare to use Arabic. The purpose of this method is to give people who want to learn Arabic the opportunity to use it in real life with a creative, spontaneous attitude, as well as to help them learn grammar. The focus is on finding the right meaning or intention based on the needs and objectives of communication at the time. From this point of view grammar only knows what words mean and where they go in a sentence. Students are expected to be able to express their thoughts, feelings, wills, and thoughts using the right grammatical rules (Al-Jarf, 2022).

The communicative approach is one that is based on the premise that the capacity to use language in communicating is a goal that must be achieved in the process of language learning. This is an approach known as the communicative approach (Husni, 2019). It seems that people not only see language as a set of rules but also as a way to speak. This means that the language is put in place based on what is used i.e. communication. A communicative approach is a way to teach that focuses on coaching and developing students' communication skills to help them improve their communication skills. The communicative approach is fully carried out by the students (student center), and the only task of the teacher is to help them (Karavas, 1996).

A communicative approach is a way to learn a language that focuses more on mastering how to use language than mastering how it is put together. Communicative competence is being able to use the grammatical rules of the language to make correct sentences and know when, where, and to whom they are taught. With good communication skills, the kita can send and understand messages or negotiate meanings with others in more specific situations. Krashen also said that communicative competence puts more emphasis on how language is used in real communication than learning the rules and forms of language. Language rules are just a way to keep an eye on the way people speak (Yanni, 2018).

Characteristics of Learners

According to Gleitmen, the decisive quality or nature of development is progress, which can be understood as an advanced process in terms of one's growth and degree of sophistication. For example, a baby motorcycle that can only crawl when it is first made eventually develops the ability to stand, then the capacity to walk, and finally the ability to run (Ubaid, 2018). When a person reaches the age at which they are eligible to attend school, they are said to be learners. Age from 4 to 6 years, in kindergarten. 6 or 7 years old and in the first grade of elementary school. Students aged 13 to 16 attend junior high school, while those aged 16 to 19 attend high school, and students aged 20 to 24 attend college. Therefore, learners are defined as people usually children who are categorized and documented as pupils within an educational unit (Al-Khalifa, 2008).

Each person has traits derived from genes and their characteristics derived from their environment. Psychologists say that a person's personality is a mixture of their genes and their environment. People are born with biological and psychological traits that are part of who they are. What a person thinks, does, or perceives is the result of a mixture of biological factors in which they were born and the influence of their environment (Desmita, 2010).

No matter how old a child is, their environment shapes who they are and what they bring to school with them. It had a huge impact on whether he did well in school and later in life. Characteristics related to how biological factors develop tend to be more stable (ajeg), while characteristics related to how psychological factors develop are more likely to change because they are influenced by experiences and the environment (Nejad, 2021).

Hormonal changes cause changes in the appearance of people when they are in high school. Their way of life changes when their ability to start thinking in a more abstract way to grow (Farahani, 2022). At this age, students are in the period between being children and becoming adults. It usually starts when someone is 12 or 13 years old and ends when they approach the age of 20.

Analysis

The findings of research conducted by Khodijah and Marah Astuti on the Communicative Approach to English Students' Speaking Ability at MIN 1 Palembang showed that 57% of 30 students were classified as English language skills before the communicative approach was applied. These findings are based on the findings of a research project conducted by Khodijah and Marah Astuti (Khodijah & Mardiah 2017). Then, when the communicative approach was used, there was a significant change of 5% in the ability to speak English lessons for IVC class students at MIN 1 Palembang. From the research conducted by Khodijah and Mardiah Astuti, it can be said that the communicative approach has a great impact on language learning, especially in terms of speaking skills in English classes.

Based on the research, the communicative approach to learning Arabic has a close relationship with it. The purpose of the communicative approach is to teach students how to communicate when they learn Arabic. With a communicative approach to learning Arabic, there are several things that are right at the moment: (a) Development of one's body, (b) Development of one's mind, (c) Development of one's emotions, (d) Development of one's society, including morality and attitudes, (e) The evolution of political ideology (f) The maturation of religious and spiritual belief systems.

CONCLUSION

Learning a language requires work that is not always easy and can make people tired or even pessimistic. Indonesian Arabic education has changed rapidly in recent years. To learn Arabic kit a need to understand concepts such as objectives, approaches, methods, techniques, and strategies, which can help kita achieve learning objectives. Learning activities are activities in which students are taught, guided, trained, demonstrated by example, or assisted to organize and do different things so that they can learn, and educational goals are met. The approach (*madkhal*) is an important part of learning a language. Because the approach is a set of ideas that serves as a starting point for creating learning activities. And the communicative approach is one that is based on the idea that the purpose of learning a language is to be able to use it to communicate. With good communication skills, the kita can send and understand messages or negotiate meanings with others in more specific situations.

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