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Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability

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ABSTRACT

Research on communicative methods for acquiring and teaching a second language has been extensively explored. Still, the research is more dominant on the acquisition and teaching of English only. This study aims to describe learning Arabic by using communicative methods and the factors that influence the Arabic speaking ability of students in the superior class of *Darussakinah Batu Bersurat* Islamic Boarding School. The method used is the descriptive qualitative method. The results of this study indicate that the use of communicative methods in learning Arabic increases students' speaking skills, and students actively speak Arabic in the learning process. Other factors that affect students' speaking ability are the language environment, continuous daily vocabulary, and good mastery of Arabic Grammar (*nahwu* and *shorof* grammar). Mastery of Arabic grammar is beneficial for students in reconstructing memorized vocabularies into complete sentences, thus creating a sense of confidence in speaking.

Keywords: Arabic Teaching; Communicative Method; Speaking Ability; Teaching Second Language.

ABSTRAK

Penelitian tentang metode komunikatif untuk pemerolehan dan pengajaran bahasa kedua telah dieksplorasi secara ekstensif, tetapi penelitian ini lebih dominan pada perolehan dan pengajaran bahasa Inggris saja. Penelitian ini bertujuan untuk mendeskripsikan pembelajaran bahasa Arab dengan menggunakan metode komunikatif dan faktor-faktor yang mempengaruhi kemampuan berbicara bahasa Arab santri di kelas unggulan Pondok Pesantren Darussakinah Batu Bersurat. Metode yang digunakan adalah metode deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa penggunaan metode komunikatif dalam pembelajaran bahasa Arab meningkatkan keterampilan berbicara siswa, dan siswa aktif berbicara bahasa Arab dalam proses pembelajaran. Faktor lain yang mempengaruhi kemampuan berbicara siswa adalah lingkungan bahasa, pemberian kosakata yang terus menerus setiap pagi dan penguasaan Tata Bahasa Arab yang baik (*nahwu* dan *shorof*). Penguasaan Tata Bahasa Arab sangat membantu siswa dalam merekonstruksi kosa kata yang dihafal menjadi kalimat lengkap, sehingga menimbulkan rasa percaya diri dalam berbicara.

Kata kunci: Kemampuan Berbicara; Metode Komunikatif; Pengajaran Bahasa Arab; Pengajaran Bahasa Kedua.

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INTRODUCTION

Humans use language to interact with others, exchange experiences, learn from each other, and improve and deepen intellectual abilities. Humans can convey various information, thoughts, experiences, ideas, opinions, desires, and hopes through language.¹

So important is the role of language in human life, so when there are language education activities, especially in foreign languages, they are required to be more careful. This is necessary so that the language studied is functional, where the language can be used in students' daily lives, both for listening, reading, speaking, and writing.

In the 17th century, John Lock invited people to learn a language to interact with the community and spontaneously communicate thoughts in everyday life without being designed and arranged intentionally.² The language teaching revolution of the 19th century was the emphasis on spoken language.³

The primary purpose of language education is to improve learners' language skills, not language knowledge. In contrast, language knowledge is taught to support the achievement of language skills.⁴ Therefore, the teaching and learning foreign languages, with only a focus on grammar and translation of terms, no longer meets the community's needs and has no value. What we need today is how to use foreign languages in practice in their respective professional fields.⁵

Speaking is the dominant form of communication that humans use more than writing.⁶ Therefore, in teaching a foreign language or a second language, the skill that must be prioritized is speaking.⁷ Eckard Eckard Kearny, Florez, Howarth, and Abd El Fattah Torky define speaking as a two-way process, including communicating opinions, information, or emotions. And success is measured based on the ability to carry out conversations in the intended language.⁸

Speaking skills are the ability to express sounds or words and verbally tell thoughts in the form of ideas, opinions, desires, or feelings to the other person.⁹ The suitable method for teaching speaking skills is the communicative method because this method

¹ Musthafa Al-ghulayaini, *Jamiud Durus Al-Arabiyyah* (Cairo: Dar at-Taufiqiyyah, 2010); Abdul Chaer, *Linguistik Umum* (Jakarta: Rineka Cipta, 2018); Muhammad Muhammad Daud, *Al-Arabiyyah Wa Ilmu Al-Lughah Al-Hadits* (Cairo: Dar Ghorib, 2001); Ibnu Jinni, *Al-Khashais* (Mesir: Dar al-Kutub al-Mishriyyah, 2010); Ali Ahmad Madkur and Iman Ahmad Haridi, *Ta'lim al-Lughah al-Arabiyyah Lighoiri an-Nathiqin Biha*. (Cairo: Dar al-Fikr al-Arabi, 2007); Henry Guntur Tarigan, *Pengajaran Pragmatik* (Bandung: Angkasa, 2015).

² Ahmad Fuad Effendi, "Metodologi Pendidikan Bahasa Arab," *Malang: Misykat* (2017).

³ Vivian Cook, *Second Language Learning and Language Teaching*, 5th ed. (New York : Routledge: Routledge, 2016).

⁴ Ahmad Muradi, "PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB," *ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (June 28, 2014).

⁵ Ekaterina A. Samorodova et al., "The Study of Practical Legal Cases as an Effective Method of Acquiring the Discursive Communicative Skills of International Jurists When Learning the Professional Foreign Language (Professional French)," *XLinguae* 13, no. 1 (January 2020): 121-138.

⁶ Ali Ahmad Madkur, *Tadris Funun Al-Lughah Al-Arabiyyah* (Cairo: Dar Asy-Syawaf, 1991).

⁷ Hamdy Ali, Maryam Bahadorfar, and Reza Omidvar, *TECHNOLOGY IN TEACHING SPEAKING SKILL, Acme International Journal of Multidisciplinary Research*, 2014.

⁸ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34-41.

⁹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, ed. E. Kuswandi, 5th ed. (Bandung: PT Remaja Rosda Karya, 2018); Dedih Wahyudin, *Metodologi Pembelajaran Bahasa Arab*, 1st ed. (Bandung: PT Remaja Rosda Karya, 2020).

emphasizes students' creativity in doing practice or practice. In this activity, students have more opportunities to speak.¹⁰ The communicative approach allows for immediate error correction before mistakes become ingrained. This encourages or enables the learner to express themselves like a native speaker in the target language. Discussions in the target language inside or outside the classroom can open students' eyes to the real-world value of language learning and influence their engagement with the material.¹¹

The results of research conducted at the Centre for Languages and Academic Development, Faculty of Islamic Studies, Islamic University of Riau (CELAD FAI UIR) evidence this using the communicative method, which emphasizes the functional aspects of students in speaking, being more practical orally than in writing, and memorizing the vocabularies and then practicing it. The learning process is creative, innovative, and fun so that students can be fluent and proficient in Arabic.¹² Another similar study states that the role of the communicative method itself is to improve or develop students' language skills.¹³

The research results from Mordaunt and his team stated that the communicative method effectively taught foreign languages in the United States.¹⁴ In addition, the results of other studies show that grammatical and communicative methods improve students' practical language skills, such as speaking and listening in foreign languages, and increase solid grammatical knowledge.¹⁵

Also, the results of Muiz's research on communicative methods show that: 1) communicative methods can significantly improve students' vocabulary mastery skills through dialogue or communication activities. This increase can be seen from the change in the value of cycle 1 to cycle 2 of 26.55. In cycle 1, the average value obtained by students is 51.31, while in cycle 2, the average value obtained by students is 77.86. Increasing the score of this vocabulary memorization test covers all aspects of speaking skills used as assessment criteria. In addition, 2) the communicative method has significantly improved students' interest and response to learning Arabic.¹⁶

And the results of research conducted by Rawai stated that the implementation of communicative methods in learning Arabic, namely, the number of students' vocabularies

¹⁰ Hermawan, *Metodologi Pembelajaran Bahasa Arab*.

¹¹ Owen G. Mordaunt, Anthony Naprstek, and Matthew McGuire, "The Communicative Method as a Model for Language Teaching," *INTERNATIONAL JOURNAL OF LANGUAGE & LITERATURE* 7, no. 2 (2019).

¹² Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (December 17, 2020): 56–63.

¹³ Cahyani Isah, Hadiano Daris, and Setiabudhi, *Rekonstruktivisme: Metode Komunikatif Dalam Pembelajaran Bahasa Untuk Mengembangkan Kemampuan Berbahasa*, *Jurnal KATA*, vol. 2, 2018.

¹⁴ G. Mordaunt, Naprstek, and McGuire, "The Communicative Method as a Model for Language Teaching."

¹⁵ Tatyana Vasilyevna Lyubova, Albina Anvarovna Bilyalova, and Olga Gennadevna Evgrafova, "Grammatical and Communicative Method - A New Approach in the Practice of Teaching Foreign Languages," *Asian Social Science* 10, no. 21 (October 30, 2014): 261–266.

¹⁶ S.A Muiz, "Peningkatan Hafalan Kosakata (al-Mufradat) Menggunakan Metode Komunikatif Pada Siswa Kelas X MAN 2 Kota Semarang," *Jurnal Profesi Keguruan (JPK)* 7, no. 1 (2021): 28–36.

increased, and students received fewer sanctions because they could speak Arabic. In addition, students' Arabic skills with their peers increased.¹⁷

Among the procedural steps in the teaching and learning process using the Communicative Method described by Finocchiaro and Brumfit in Huda, 1990, are as follows: First, a short conversation, preceded by an explanation of the functions of expressions in conversation, may occur. Second, practice expressing the main sentences r individually, in groups, or classically. Third, questions are questions about the content and situation in conversation, then follow-up questions are similar but directly related to each student's situation. Fourth, students in class discuss communicative expressions in conversation. Fifth, students are expected to be able to conclude the grammatical rules contained in the conversation. The tutor facilitates and corrects if there are errors in figuring. Sixth, students care to translate and express an intention, which is part of a more accessible and less structured communication exercise. Seventh, students evaluate by taking samples from student performances in free communication activities.¹⁸

Many studies examine communicative methods for teaching foreign languages, but most of the language referred to here is English. The researchers here present research on communicative methods of learning Arabic as a foreign language and factors supporting students' speaking skills in one of the educational institutions in Indonesia. It is hoped that the results of this study can contribute to science in teaching Arabic as a foreign language in both formal and non-formal educational institutions.

METHOD

This study was carried out in the superior class of the Darussakinah Batu Bersurat Islamic Boarding School, located in the Kampar district of Riau Province, Indonesia. In analyzing the data, the writers use descriptive analysis, whereas qualitative methods are used. After the required data is obtained, then that is grouped and described by type and analyzed using a qualitative approach.

The writers use a free guided interview technique. It means that the interview is conducted by asking the leading questions compiled based on the core of the problem to obtain data about the application of communicative methods in learning Arabic on speaking skills in the superior class of the Darussakinah Islamic Boarding School Batu Bersurat. In this study, the writers also use participatory observation directly involved in the practical Arabic learning activities. The activity observed was the Arabic language learning process, implementation of communicative methods for speaking skills, and the language environment.

RESULTS AND DISCUSSION

A Brief History of the Leading Class of Madrasah Tsanawiyah Darussakinah Batu Bersurat Islamic Boarding School.

The history of the establishment of the superior class of the Darussakinah Batu Bersurat Islamic Boarding School stems from the wishes of the Darussakinah Islamic

¹⁷ Suraimin Rawai, *Implementasi Metode Komunikatif Dalam Pembelajaran Bahasa Arab Terhadap Peningkatan Keterampilan Berbicara Di Ma'had Dar Al-Qurán Al-Anwariyah Tulehu Maluku Tengah* (Ambon, 2021).

¹⁸ Yunita and Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharrah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development."

Boarding School leader, Dede Sulaiman, M. Ag, Arabic grammar teacher, Muhammad Azhar, S. Pd and the former head of Madrasah Aliyah Darussakinah Batu Bersurat Islamic Boarding School Diyauddin, M. Pd who wanted the excellence of Darussakinah Islamic boarding school that could differentiate it from other Islamic boarding schools in Kampar District. And also, based on concerns about students who are afraid to major in religion, this is due to students' low mastery of tool science. Students who graduate are more likely to take general courses. If this is allowed to continue, it will undoubtedly lead to the degradation of dominie in the XIII Koto Kampar sub-district.

Based on the wishes and concerns above, the teaching curriculum used in the superior class is more emphasized religious knowledge, namely Tahfidz, Fiqh, Arabic grammar (Nahwu and Shorof), Tawhid, Tasauf, Hadith, Arabic and English, Balaghah, Usul Fiqh, Tafsir where students who graduate from this superior class are expected to master the basics of Islamic science so that they can continue their studies to major in religion to be prepared to become scholars in the future. On August 3, 2019, the superior class of Pondok Pesantren Darussakinah Batu Bersurat officially started the learning process.

Arabic and Arabic Grammar curriculum for the superior class of the Darussakinah Batu Bersurat Islamic Boarding School.

Class	No	Subjects	1 st Semester	2 nd Semester
1	1	Arabic	Conversation 1 – 13 book Hiwar Fil Lughah Al-Arabiyyah	Conversation 14 - 25 book Hiwar Fil Lughah Al- Arabiyyah
	2	Arabic Grammar	Basic Shorof and Matan Ajrumiyyah	Text Analysis with Nahwu Shorof Grammar
2	1	Arabic	Lesson 1 - 11 Kitab Durus Al-Lughah Al- Arabiyyah Lighoiri Natiq Biha V. 1	Lesson 12 - 23 Kitab Durus Al-Lughah Al- Arabiyyah Lighoiri Natiq Biha V. 1
	2	Arabic Grammar	Text Analysis with Nahwu Shorof Grammar	Text Analysis with Nahwu Shorof Grammar
3	1	Arabic	Lesson 1 - 15 Kitab Durus Al-Lughah Al- Arabiyyah Lighoiri Natiq Biha V. 2	Lesson 16 - 31 Kitab Durus Al-Lughah Al- Arabiyyah Lighoiri Natiq Biha V. 2
	2	Arabic Grammar	Text Analysis with Nahwu Shorof Grammar	Text Analysis with Nahwu Shorof Grammar
4	1	Arabic	Lesson 1 - 16 Kitab Durus Al-Lughah Al- Arabiyyah Lighoiri Natiq Biha V. 3	Lesson 17 - 32 Kitab Durus Al-Lughah Al- Arabiyyah Lighoiri Natiq Biha V. 3
	2	Arabic Grammar	Text Analysis with Nahwu Shorof Grammar	Text Analysis with Nahwu Shorof Grammar
5	1	Arabic	Live Debate and Talk	Live Debate and Talk
	2	Arabic Grammar	Text Analysis with Nahwu Shorof Grammar	Text Analysis with Nahwu Shorof Grammar

The book used in the Arabic learning process in the superior class of Darussakinah Islamic Boarding School is;

1. For 1st class is the book *Hiwar Fil Lughah Al-Arabiyyah*.
2. 2nd Class uses the Book of *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha* volume 1.
3. 3rd Class uses the Book of *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha* volume 2.
4. 4th Class uses the Book of *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha* volume 3.
5. 5th Class does not use books, but learning takes direct practice in the form of debates and talks according to topics determined by the teacher.

Arabic Learning Method in The Superior Class of Darussakinah Batu Bersurat Islamic Boarding School.

Based on the results of interviews with the Arabic language teacher for the superior class of the Darussakinah Batu Bersurat Islamic boarding school, the researchers found that the method used in the Arabic language learning process was communicative. This communicative method is in line with the textbooks used, which require students' activeness to speak in the target language/Arabic language. Implementing Arabic learning activities with communicative methods makes students more active in developing and creating speech assisted by specific themes. Students easily organize everything related to the theme, especially preparing vocabulary. Students can improvise on the given theme according to each student's experience so that learning becomes lively and not dull. Students are also more active and creative in composing new utterances with students' daily language to increase their enthusiasm for producing vocabulary in their spoken sentences.

Still, based on the results of interviews with Arabic language teachers for the superior class of the Darussakinah Batu Bersurat Islamic Boarding School, the researchers obtained information about the steps for implementing Arabic language learning with the communicative method in the superior class of the Darussakinah Islamic Boarding School as follows;

In the first stage, the teacher starts the lesson by greeting the students in Arabic, attracting their attention, and motivating students. Then reflect on past learning and relate it to the lessons learned today. Next, the teacher provides a vocabulary by the topic of discussion, and students must memorize the vocabulary before entering the next stage. After the students memorized the vocabulary, the teacher asked the students to carry out a dialogue with each other using the vocabulary. The students were divided into several groups; each consisted of 4 students. The teacher's task at this stage is as a supervisor of the dialogue between groups of students.

After the teacher assessed that the students' vocabulary memorization had reached a good degree, the teacher continued the learning activities, namely reading the textbook related to the topic of discussion that day which contained the memorized vocabulary. Finally, the teacher asked the students to translate the text into their mother tongue so that students could understand it well.

After students understand the content of the text, students will be asked to write in Arabic what they know in their language style. Then students will be asked to tell what they wrote in Arabic. Finally, one of the students came to the front of the class and told a story. Then there was a discussion in the form of questions and answers about what had

been conveyed. At this time, the teacher plays his role as a corrector of language errors made by students. Correction directly by the teacher aims to prevent student errors from becoming ingrained in him.

After finishing this last activity, the teacher will ask two students to conclude today's lesson. And before closing the task, the teacher conveys the material to be studied at the upcoming meeting. After that, the class ended.

This finding is in line with the results of Krashen's research, which states that classrooms can be used simultaneously as a formal and informal linguistic environment, consistent with reports of the success of a language teaching system that emphasizes the active use of language.¹⁹ And it is also in line with the research by Wang, which states that a second language can be obtained by setting an effective language environment, especially in the classroom.²⁰

Communication in the communicative method usually dominates speech/speaking rather than writing.²¹ This is the weak point of the communicative approach. To overcome the shortcomings of this method, the teacher includes reading and writing activities in the learning process so that in the learning process, the teacher can train students' language skills.

Factors supporting the ability to speak Arabic for students in the Superior Class of Darussakinah Batu Bersurat Islamic Boarding School.

Based on the results of observations in the field, the researchers found that the factors supporting students' speaking ability were because of the 5-vocabulary memorization activities given by the caregiver teacher or senior students to all students, and this was carried out every morning, including on Sundays. In memorizing vocabulary, the students were divided into several groups. One group has a maximum of 15 students and one supervisor. In a week at least, students get 35 new vocabularies from this activity. The types of the speech given each morning vary, namely in the form of isim (noun) and fiil (verb). After memorizing five vocabulary, speaking exercises will be carried out using the vocabulary obtained that morning. This exercise sometimes takes the form of dialogue and sometimes tells a story. This activity takes place every day, so it helps students' speaking skills.

This finding is in line with the results of research by Khan, which states that vocabulary learning is proven to play an essential role in oral communication. Lack of vocabulary is one of the primary factors in the inability of students to speak English.

In addition to giving vocabulary every morning, the researcher also found that students were required to speak Arabic all the time. If there are students who speak the regional language or Indonesian, there will be a penalty for that student. The punishment is educative, namely, a punishment that can benefit or add value to the child. The punishment is the memorization of 5 new vocabularies that are sourced from the dictionary.

¹⁹ Stephen D. Krashen, "Formal and Informal Linguistic Environments in Language Acquisition and Language Learning," *TESOL Quarterly* 10, no. 2 (June 1976): 157.

²⁰ Chengjun Wang, "On Linguistic Environment for Foreign Language Acquisition," *Asian Culture and History* 1, no. 1 (January 1, 2009).

²¹ Cook, *Second Language Learning and Language Teaching*.

This finding is in line with research results by Wang, which state that the language environment for language acquisition is critical. Children are often exposed to different languages and speak different languages. As a result, they not only acquire their first language but can also acquire a foreign language. Those abroad or associating with speakers of other languages are usually highly motivated—they have an urgent desire to communicate and get their point across.²²

Still, based on observations, researchers found that teachers who teach religious materials, such as fiqh, hadith, Arabic grammar, tauhid, tasawuf, use Arabic in the learning process. This also dramatically supports students' speaking ability in the superior class of the Darussakinah Batu Bersurat Islamic boarding school.

Based on interviews with Arabic teachers who teach in superior classes, researchers found that another factor that supports students' speaking skills is intensive Applicative Arabic grammar (Nahwu and Shorof) learning, namely learning that balances theory and practice. Students not only memorize the rules of the language, but they also apply these rules in analyzing and making sentences. This enables students to reconstruct the vocabulary in their brains into complete sentences. Grade 1 students in the first semester have completed the basic Shorof theory and the book of Matan Ajrumiyyah. In semester 2, students will be invited to apply the ideas of Arabic grammar (Nahwu and Shorof) that have been mastered in semester 1 in analyzing texts, as well as finding patterns of Arabic expressions that they can use in everyday life. This is in line with the results of research by Andika, which states that there is a significant influence on mastery of grammar and critical thinking on students' speaking skills.²³

CONCLUSION

This study concluded that the communicative method of learning Arabic makes students active in speaking. This is in line with other studies that state that the communicative approach engages students in communicating in a foreign language. The other factors that support the Arabic speaking ability of Darussakinah Batu Bersurat Islamic Boarding School students are the language environment, provision of structured vocabulary, and intensive learning of applicable Arabic Grammar rules. That helps students reconstruct memorized speech into complete sentences, thus creating a sense of confidence in speaking as it is known that the communicative method focuses on speaking and listening, so students' mastery of grammar is neglected. To overcome this problem, the school made a policy to make intensive grammar teaching a stand-alone subject so that students can still master grammar well. The results of this study can be used by foreign language teachers in learning to acquire foreign languages for students, especially Arabic.

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²² Wang, "On Linguistic Environment for Foreign Language Acquisition."

²³ Bayu Andika Prasatyo and Devian Try Gustari, "THE EFFECTS OF GRAMMAR MASTERY AND CRITICAL THINKING ON STUDENTS' SPEAKING SKILL," *Indonesian Journal of Multidisciplinary Science* 1, no. 1 (2021).

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