

## THE MASTERY OF ARABIC LANGUAGE COMMUNICATION WITH COMMUNICATIVE ACTIVE METHOD

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### Abstract

**Purpose of Study:** Arabic language proficiency, especially speech is one of the main goals of learning Arabic in secondary schools or religious boarding schools in Indonesia. Active Communicative Method (KAK) is one method that can help students master the Arabic speech. This study aims to find out how is the implementation of the KAK at Pondok Pesantren Wali Songo. It also aims to look at the problems encountered in the implementation of the KAK, KAK effect in mastering Arabic speech and designing learning methods that can be used as an alternative in learning Arabic.

**Methodology:** This study is a qualitative case study through interviews, observations and document analysis involving 12 respondents.

**Results:** The findings showed that the implementation process KAK there are two, namely in the classroom and outside the classroom through a variety of activities such as the addition of vocabulary and sentence, question and answer, problem-solving, etc., and involve various stakeholders such as students, peers, muharrikah al-Lughah, teacher and principals. The weakness of Arabic grammar (Nahwu & Sharaf) is one of the problems faced by the students and they also forgot to speak the Arabic language. Shame and fear of making mistakes are also a problem in the implementation of KAK. The findings also indicate that the use of KAK had a positive impact on learning the Arabic language, especially speech, adding vocabulary, sentences, and improve understanding of the scriptures in Arabic.

**Implications/Applications:** This researcher proposed a framework of Arabic KAK based learning that can be used as an alternative to diversify methods of learning foreign languages either in Indonesia or Malaysia.

**Keywords:** Proficiency, Communication, Communicative Active Method, Arabic Language, KAK.

### INTRODUCTION

The communicative active method or (KAK), is one of the Arabic language learning methods that integrate between active methods and communicative methods. This method emphasizes the activeness of speaking among students both in the classroom and beyond the classroom. The activity here means getting used to speaking Arabic whenever and wherever they are good friends, teachers or school principals. ([Heru Saiful Anwar, 2015](#); [Borisova & Parnikova, 2016](#)) While Arabic proficiency is generally through the process of language learning rather than through language acquisition, so language learning should be able to take a look at language learning theories.

Mastery of a student towards a language can usually be realized through the ability to convey that language in speech or communication, as well as in writing and reading the language. Various foreign language teaching and learning methods have been introduced and used, including translation method tricks, reading methods, audio-lingual methods and so on, all of these methods give priority to the form of language rather than language use. ([Jefridin Pilus, 2002](#))

The latest method being addressed by foreign language educators is through a communicative approach. This communicative approach is considered to be the most efficient method of helping students master the language of a foreign language. The study found that the use of this communicative method has not been able to fully improve the mastery of the students towards Arabic subjects, especially in speech. This is because the communicative approach emphasizes the activities of communicating in the classroom, whereas the communication activities outside the classroom are less emphasized. ([Abd. Aziz Abd Talib. Pedagogi Bahasa Melayu 2000](#))

The mastery of the second language, especially Arabic among religious high school students or boarding schools and boarding schools in Indonesia is very important, as Arabic is the language used to understand the sources of Islamic teachings and language in the worship of Muslims. For that reason, various approaches, techniques, and methods of teaching and learning have been introduced by language experts both from within and outside the country.

The study conducted found that many students in religious schools were weak in mastering the Arabic language especially speech, one of the causes of the weaknesses was the selection of effective Arabic language learning methods. ([Zulhannan, 2014](#); [Suleri and Cavagnaro, 2016](#)) The Arabic language learning method implemented at Wali

Songo Pondok Pesantren (PPWS) was able to help students to master the Arabic language especially speech and understand the Arabic language books. Therefore, it is necessary that a specific study is conducted to find out what the appropriate method is for Arabic language learning that can help students master the Arabic language.

Through this study, it is hoped that it can be used as an alternative to diversifying learning methods that can help the mastery of the Arabic language. Based on the background of the problem statement, the researcher is interested to do study from several research and take the title "The mastery of Arabic language communication with communicative active method" and the objectives to be achieved in this research are to: 1. Learn how the implementation of communicative active methods can help in the mastery of Arabic language speech. 2. Identify problems faced by students in implementing communicative active methods.

Speaking by means of estimation means words, conversations, and conversations. While according to Arab grammar specialists, Kalam is lava which is arranged regularly and can benefit and be done intentionally In other words that Kalam is terminologically speaking the sounds of the Arabic language truthfully and expressly and the sounds are out of the alphabet of the letter al-agreed by the linguist. Based on this statement it is understandable that speaking does not only come out of the mouth without any specific meaning, but the one who speaks can give an understanding to his opponent during an interaction that is communication. ( Ahmad Zaini Dahlan. 2001)

This communication skills learning method can be done through some training or practice of what is passively heard in listening practice. One of the most appropriate methods of learning communication skills is "Sam'iyyah Syafawiyyah" (listening and speaking) and communicative approach. According that the learning method of communicating skills for early speakers is the method of Sam'iyyah Syafawiyyah, because since the first lesson taught the teacher should motivate the students to master the verbal materials (Syafawiyyah), until the next lesson will not be added before students It can master the first lesson verbally ([HD. Hidayat. \(1991\)](#)), the reason is :

- a. Learning motivation. When students are able to master the materials from the beginning verbally (communicate), then they will learn more enthusiastically. On the contrary, when they can not master the first lesson then it is likely to be bored and consider that Arabic language lessons are difficult to learn, so sometimes it may have an effect on students that speaking or communicating Arabic is as impossible as possible.
- b. Speaking skills. That a person's speaking or communication skills can support in reading ability, as well as with these two skills, it will also grow the writing skills among the students. Effective communication skills are usually initiated from very simple to complex, is through three phases :
  1. Association training and identification. That trains directly to the students through their skills to identify and associate the definitions of each spoken or heard vocabulary. The manner of submission is as follows First: the teacher mentions a vocabulary, so the learner positions his definition through a statement. Second: the teacher mentions an Isim (name), then the learner mentions the synonym or antonym.
  2. Pattern training exercises (Pattern drill) Pattern drill training is a form of training given to students by conveying several sentence sentences so that their tongue can automatically express Arabic sentences well without any doubt.
  3. Conversation practice (dialogue) Conversation exercises (dialogue) are an exercise that their titles are derived from conversations from everyday life that can attract students. While the implementation process uses a communicative approach so that there can be real communication without making a mistake

The implementation of communicative active methods in Arabic learning has special features to be considered. There are seven (7) features of communicative active methods :

1. Learning Objectives: The basics of language learning are to communicate and understand sentences. The main aim of the process of language learning and teaching is communication skills. The introduction of active communicative method aims to familiarize students are always actively communicate using a second language which is Arabic. At the beginning of learning with this method is preferred for good interpersonal communication training class, seniors or teachers who teach Arabic. Apart from communicating actively, it is hoped that students will understand what they are talking about. ([Lubna Abdul Rahman, Wan Azura Ahmad, 2007](#))

2. Daily practice: The dialogue or discussion has the value of communication and not memorized, besides that, it is best for students to familiarize themselves with the use of everyday Arabic dialogue that is always used daily so that it is easy for them to communicate in the language either in the classroom or Out of class. Try the sentences used to communicate in a meaningful context rather than design. The use of sentences in the actual context of communicating primarily

foreign languages is very important in enhancing the mastery of the foreign language. This is in line with the view that speaking or communicating is one of the key aspects of Arabic language learning as a second language, the ability to master speaking skills is one of the factors of success in learning a foreign language. ([Mohammad Seman dan Rakan-Rakan. 2007](#))

3. Exercise: In language learning, especially foreign languages, the training method is very important to ensure students are able to master the subjects they have earned. Exercise is a repeat activity of the facts or the competencies that have been learned to achieve skill level as well as to ensure immortality in remembering it. The training method is intended to provide adequate training and reinforcement to students on specific learning so that they can automatically mention or reminisce the information they have obtained when asked to do so. ([Tay Guan Chai. 2005](#))

4. Internal motivation: Internal motivation will exist through the interest in using the language when they communicate. Each student should have a strong will within himself to learn and master Arabic with the best. In addition, students should also deepen their interest in learning foreign languages especially Arabic as much as they can to do with the purpose of polishing themselves to speak Arabic.

5. Environment: A conducive and constructive environment can support the communication process of communication among students. A suitable environment such as comfortable class conditions, appropriate teaching time and adequate teaching and learning facilities help to attract students to learn Arabic. ([Sapora Sipon. 2003](#))

6. Thinking style: Generally each individual has a distinctive thinking style. The intended style is the force of thought towards thinking' ([Sternberg, R.J., Grigorenko, E.L and Li-Zhang Fang. 2009](#)). Thinking style is actually not an ability, but it is a way of how we can use existing abilities. As in foreign language learning, each student has different thinking styles in understanding and accepting the addition of vocabulary or new sentences delivered. This is in line with the findings, they argue that thinking styles are the differences in approaches to an assignment and contention with their respective abilities ([Baron, J. 2000](#)).

7. Role of teachers and students: In communicative active methods, teachers act as facilitators or facilitators in learning, besides that teachers also play role models in implementing KAK, in other words, teachers should also be examples of their students to become familiar with Arabic. Teachers as facilitators should always provide support and stimulation as well as the experience needed in the communication process for all students. Such learning processes are based on communication processes in a natural situation whether informal functions or in co-communication with fellow students. In this communication, teachers are involved but only as supervisors and motivators. ([Mowafak A. 1998](#))

Communicative active method is a language learning method that emphasizes the true communication activity and follows the correct grammar arrangement<sup>4</sup>. This method has been used by students in Wali Songo Islamic Boarding School located in Indonesia. As a result, most of the students studying in this cottage began to communicate in Arabic at least three months after studying in this cottage and they would normally be fluent and able to communicate Arabic well after completing their study for 6 years from form one to form 6. In addition to being able to communicate in Arabic, they can also understand Arabic books and their grammar well.

Active Learning is a more focused learning and multiplying student activity in accessing various information from various sources to be discussed in the learning process in the classroom, thus acquiring a range of experiences not only enhancing knowledge, but also the ability to analyze and synthesize

Active learning is a strategy to make the students a learning subject and potentially to enhance their or more active skills in every given classroom activity, both inside and outside the classroom<sup>7</sup>. In this strategy, the students are required to "actively learn" by touching, feeling, and seeing directly and experiencing themselves, so learning is more meaningful and quickly understood by the students. While communicative approach according to Tomiyama<sup>8</sup>, teaching and learning approach more emphasis on the ability and ability of students to communicate using the language they are learning. So communicative active method (KAK) is an integrated method of the active method with a communicative approach. This method focuses on continuous communication activities among students. Based on the observations that researchers do so far, this method has helped many students improve their proficiency in Arabic learning especially in terms of speech. Students who are actively using Arabic will indirectly use it wherever they are.

## METHODOLOGY

This study is a case study using a qualitative approach. The researcher used the interview method supported by observation and document gathering method to obtain information about the research problem. The study involved 12 study participants consisting of a cottage leader, an Arabic language teacher, two Arabic language teachers, two

muharrakah al-Lughah (language actors) and six forms two students studying at PPWS. The study adopted a qualitative approach.

## FINDINGS AND DISCUSSION

Based on the interviews conducted, the researcher concluded that the implementation process of this communicative active method covers the intentions and interests, the implementation process of KAK in the classroom, the execution outside the classroom, the factors supporting the rewards and the reward system and the advantages and disadvantages of communicative active methods.

In addition, the findings also show that interest also greatly influences students to learn foreign languages, especially Arabic. When a student has a great interest in learning Arabic, it will earnestly strive to master this language. This is in line with the findings of the study that 100% of the study participants agree that it is imperative for every student to learn Arabic because through this interest they are easy to learn and master a lesson.

The learning process went smoothly when followed by interest. In addition, learning interest is a major factor in determining the level of student learning activity. Therefore, the interest of students should be nurtured from the beginning so as to achieve the stated goals, especially in the Arabic language learning of its main purpose and to increase the mastery of Arabic language comprehension is the ability to speak Arabic among students. ([Sardiman A.M., 2007](#); [Bernasconi, Andrés, and Emilio Rodríguez-Ponce, 2018](#))

### Implementation of KAK in the Classroom

The findings show that Arabic language learning is formalized in the classroom involving students and teachers. Teacher engagement in the implementation of communicative active methods is very important, teachers who are active in Arabic will be examples and examples for their students. Therefore, teachers should be able to create real-life situations in the classroom and ask students to perform activities related to Arabic language proficiency such as role play, simulation, questions, and other communication activities.

The researcher concluded that Arabic learning by using this communicative active method requires all students to be enthusiastic, active and happy with their passion in learning Arabic even though through this activity students sometimes leave their seats to move freely and think hard (Moving about and thinking aloud). Because of this active communicative method, the student is not only a physical activity that is focused but also a mental activity.

In addition to the teaching and learning methods, the curriculum also plays an important role as a guide in teaching. Based on the findings of the study, the researcher found that the Arabic curriculum used as a guideline informal teaching and learning in the class at Pondok Pesantren Wali Songo is based on the curriculum of Pondok Modern Gontor which uses the reference book "Durus al-Lughah" by Imam Zarkasyi And Subani Priest. The findings also show that the Arabic language learning performed at the Wali Songo Pondok Pesantren formally in the classroom has been structured and arranged systematically for a period of six hours per week for the regular class (class for elementary school students who need six years to complete Completing the study) and eight hours a week for intensive classes (classes for junior high school students or senior high school students with 4 years of study).

Apart from that, observers who study at the three (3) months in Pondok Pesantren Wali Songo found that most of the teachers in this cottage have Arabic speaking skills and they are always active in Arabic wherever they are, especially when they meet their students. This habit helps to support students to speak Arabic. This study also found that the teacher's task also mentormi 'or listen to and correct the vocabulary and sentence memorization delivered by the student, so that when there is an error in delivering the vocabulary the teacher will directly correct it.

### Implementation of KAK Outside Class

Classroom or non-formal learning has the most important impact on improving Arabic language proficiency, especially speech rather than classroom learning, as students practice what they have been largely out of class, they will speak and communicate Arabic with their friends in part. Large is done outside the classroom, besides that the process of adding vocabulary and sentence is an outdoors activity conducted every day after practicing fardhu prayer. Implementation of KAK non-formal outside the classroom involves students, friends, teachers, al-Lughah Mutharika, and cottage leaders.

PK1 say that learning the Arabic language through communicative active methods in PPWS conducted non-formal outside the classroom involves various parties such as students, senior lecturers, teachers, and cottage leaders. The out-of-classroom learning takes the most time, for about 18 hours, beyond classroom hours of 6 hours from 7 am to 1 pm. While the duration or duration of Arab language learning exercised non-formal outside the time class is five times daily



after performing fardhu prayer for the addition of vocabulary and sentence, as on Tuesday and Friday is the time to conduct muhadatsah or practice conversation between fellow students.

To assist teachers in performing their duties primarily outside the class, then in Songo Wali Songo Islamic Boarding School formed an Arabic language club called Muharrikah al-lughah. PK4 said that in the non-formal KAK implementation involving al-lughah muharrikah and language teachers is very important, because for five times daily they must help deliver vocabulary and sentences to junior students.

In addition to this vocabulary and sentence enhancement activities, the researcher observed how the students were arranged in a group and formed like a circle, after which the center of muharrikah stood in the middle to present the new vocabulary then the second form students followed the word and repeatedly So they can memorize it. The time allocated for this activity is usually 15 minutes and a group consists of 10 students. When some of them have not been fluent in memorizing it, the al-Lughah muharrikah will repeat every new word that he conveyed so that all students can remember and memorize it.

While in muhadatsah activities (conversations), the student groups are formed in pairs in pairs between the students and the other in each other, the purpose of which they can communicate or speak among their students, the role of al-lughah in this activity is to monitor the running of muhadatsah by standing in the line Front then backward to monitor the student's activity in performing this muhadatsah activity. Usually, a group of these activities consists of 20 students.

The results of the study conducted by ([Andil Antoni. 2008](#); [Hojati et al., 2014](#)) in his study of "Muharrik al-lughah (language driver) in communicative Arabic language learning at Pondok Pesantren Wali Songo" found that muharrik al-lughah has a very large role in helping teachers Teach and deliver vocabulary and Arabic sentences or English outside the classroom. The findings also show that the existence of al-luhah muharrik can help improve Arabic speech among students in PPWS.

Learning Arabic will be faster (more effective) to send students to master Arabic as a means of communication when supported by social communities that use Arabic as a means of daily communication. It means a social community that demands everyone in it to always actively communicate Arabic through conversations or muhadatsah. This conducive situation can be seen through two or more people who learn muhadatsah (conversations) directly, then their ideas are conveyed with words that are supported by their expressions and the media of the environment in which they live so that the learning process becomes more effective and efficient.

The findings show that environmental or militant factors are very important for foreign language learning. That through an environment that builds students will be easy to learn and familiarize themselves with Arabic speaking more actively. The findings of this study are based on Sapura Sapon opinion that the conducive and constructive environment can support the activeness of communication among students. The ideal environment as comfortable classroom conditions, appropriate teaching time can help attract students to learn Arabic.

The active environment of a foreign language as a daily language of speech can enhance the mastery of students in communication as well as understanding school education. It is hoped that all individuals involved in teaching and learning in schools including students, teachers, and even principals or principals should be able to be an example of an active Arabic and English speaking daily, so that the aim of mastery of Arabic speaking can be achieved, By the PPWS leader during the interview with him. This is in line in his book titled "The latest approach to teaching Arabic language and other languages", in his view that the teaching and learning of Arabic in a non-native environment should have its own strategy of ensuring the environment Which is appropriate to ensure that students have the opportunity and strong support from those who are keen in enabling Arabic speaking among themselves, thus making the language a tool for daily communication. ([Hamadah. 2003](#))

In the implementation of this communicative active method, there is a system of reward and reward given to the students. The findings show that the use of Arabic and English as a means of communication or as a daily spoken language of the cottage is a rule that must be implemented and complied with by all students in the cottage. Therefore, the method used to discipline students to comply with these rules is through reward and reward. Rewards will usually be given to students who are active in Arabic and English as the language of communication, whereas the punishment is given to students who violate the rules is not to use both languages as the language of daily speech.

The findings show that among the advantages of this communicative active method is to facilitate students to learn to communicate Arabic either with friends, teachers or cottage leaders, as there is a supportive environment that is a cottage environment that speaks Arabic. This is in line with the interview with PK1 saying that the advantage of KAK is because

they live in dormitories with an Arabic-speaking environment and they are closed without interacting with the outside community, hence the cottage environment does not get external influence, so it can facilitate students To get used to communicating Arabic.

In addition, interviews also found that one of the advantages of this communicative active advantage is that at least three months these students have started to speak Arabic despite the lack of Arabic grammar or Nahwu and Sharafnya. This is supported by PK2, PK3 and PK4 who have the same opinion that with this active method students are easy to learn to speak Arabic, because each day they will be taught Arabic both formal and nonformal, so that's at least three months in The children's cottage has started learning Arabic.

While the lack of communicative active means is a lack of vocabulary among students because for the form two students, Arabic grammar subjects namely grammar and sharf have just been introduced and they have not yet learned more about its use. In addition, because of the strong discipline sometimes the students secretly speak their native language, which can lead to punishment for violating the language rules.

### **Problems Faced by Students in the Implementation of Active Communicative Methods**

In the implementation of this communicative active method, there are some problems faced by the students. The findings show that the problems faced by students in the implementation of this communicative active method include the lack of understanding in grammar usage or Nahu and Sharf, another problem is the mistake of using local language or mother tongue to speak and shame and fear of wrong. They are experiencing the problem because these subjects are only introduced to the students after they are in the form of two. That is why they are experiencing problems in the use of Nahu and Sharf while learning to communicate. However, this does not prevent them from continuing to learn and actively communicate in Arabic according to the designated time.

That many students are weak in mastering grammatical and vocabulary, they are gaining vocabulary while learning Arabic only, as well as the class does not have any vocabulary or sentence addition, thus causing them less control Arabic speaking skills due to the lack of vocabulary and Arabic sentences they have ([Mat Taib Pa., 2008](#); [Nazoktabar & Tohidi, 2014](#)). In fact, Arabic language learning should not happen separately. That most students are weak in speaking and writing and feeling unsure to speak Arabic, they are ashamed to speak Arabic with friends or teachers for fear of an error when they speak the Arabic language.

### **CONCLUSION**

Talking or communicating skills are one of the most difficult skills students do. This is because they should work to produce words and build their own verses that are appropriate to explain the meaning of the desired situation. When a student wants to communicate, then the student must choose the correct word and appropriate to indicate the desired meaning. To overcome these difficulties, students should always practice speech and familiarize themselves with Arabic language-speaking training that can help master the skills. The implementation process of KAK conducted at PPWS is through two systems, formal classroom implementation involving students and teachers as well as non-formal classroom execution involving teachers, students, al-lughah and cottage leaders. The reward system, as well as rewards made in the KAK, is aimed at educating students to discipline to comply with all the rules set, as well as to make students more active in conducting Arabic or English speaking exercises.

Arabic learning through this communicative active method requires some activities to be undertaken by each student. These activities are very supportive and have a positive impact in helping Arabic proficiency especially speech. Such activities include questioning, discussion, problem-solving, vocabulary and sentence enhancement, muhadharah (lectures), muhadastah (conversations) and additional activities that support this method such as drama and acting competitions, nasyid, debates and so on.

The problem faced by students in implementing this communicative active method is the problem of weakness in the use of Arabic grammar, Nahu, and Sharf. The disadvantages are that they are only exposed to these two lessons when they are in form two, so the control over these two subjects is still weak. Besides forgetting and fearing factor is the problem faced by the students, but once the Pesantren Pesantren Wali Songo understand the problems they face and always support all students to master this Arabic language without fear and shame.

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