

# TEACHER STRATEGIES IN INCREASING STUDENTS' MAHARAH AL-KALAM AT SMAIT AL-FITYAN SCHOOL GOWA

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**Abstract:** This research aims to analyze teacher strategies in increasing students' *maharah al-kalam*, and supporting and inhibiting factors in increasing students' *maharah al-kalam* (speaking skills) at SMAIT Al-Fityan School Gowa. This type of research is field research. The method and approach used is descriptive qualitative. The subjects in this research were Arabic language teachers and class X students. Data collection techniques used observation, interviews and documentation. This research found that the strategies used by teachers to increase students' *maharah al-kalam* were the use of the *al-bihar* method, giving *mufradat*, *qira'ah* method, peer tutoring, and evaluation. Supporting factors in increasing students' *maharah al-kalam* are: the availability of school facilities/infrastructure and extracurricular activities. Meanwhile, the inhibiting factors, namely students' lack of basic understanding of Arabic and students' low application of Arabic, make it difficult for them to communicate.

**Keywords:** strategy; teacher; student; speaking skills; Arabic

**Abstrak:** Penelitian ini bertujuan untuk menganalisis strategi guru dalam meningkatkan *maharah al-kalam* siswa, dan faktor pendukung dan penghambat dalam meningkatkan *maharah al-kalam* siswa di SMAIT Al-Fityan School Gowa. Jenis penelitian ini adalah penelitian lapangan. Metode dan pendekatan yang digunakan adalah kualitatif deskriptif. Subjek dalam penelitian ini adalah guru bahasa Arab dan siswa kelas X. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Penelitian ini menemukan bahwa strategi yang digunakan guru dalam meningkatkan *maharah al-kalam* siswa adalah dengan penggunaan metode *al-hiwar*, pemberian *mufradat*, metode *qira'ah*, tutor sebaya, dan evaluasi. Faktor pendukung dalam meningkatkan *maharah al-kalam* siswa, yaitu: tersedianya fasilitas/sarana prasarana sekolah dan kegiatan ekstrakurikuler. Sementara faktor penghambatnya, yaitu kurangnya pemahaman dasar siswa terkait bahasa Arab dan rendahnya pengaplikasian siswa dalam berbahasa Arab membuat mereka sulit dalam berkomunikasi.

**Kata kunci:** strategi; guru; siswa, keterampilan berbicara; bahasa Arab

## Introduction

Education has an important role in the progress of a nation, parallel to economic prosperity, cultural diversity and tolerance between religious communities. These factors must be considered comprehensively as part of efforts to improve the quality of life of the Indonesian people, so that they can remain competitive with other nations (Syahid & Bachri, 2019).

In order for the function of educational institutions to be carried out, schools must carry out learning and teaching activities which are carried out by educators and students. teachers as educators and students as learners. Teachers as classroom managers, good classroom management will influence quality learning activities, quality learning that can be implemented will influence the success of learning between teachers and students (Aini & Hadi, 2023).

A teacher needs to master the strategies that have been prepared in learning, so that the learning process becomes more focused and can easily achieve learning goals. The teacher's success lies in how the teacher designs, determines and implements appropriate strategies in transferring lesson material (Sanjani, 2021).

A learning strategy is a plan designed with the aim of achieving a result in learning and is needed by a teacher to overcome problems in the learning process. To implement creative learning strategies, teachers can increase the use of learning components, namely: learning materials, media, methods, evaluation, and the student learning environment (Yuwono & Mirnawati, 2021). Therefore, choosing the right, appropriate and interesting strategy can make students more active and enthusiastic, including increasing student motivation in learning (Jufrih et al., 2023).

Arabic is one of the many languages in the world and as we know, Arabic is the language of Allah SWT. make it the language of the Quran because Arabic is the best language that ever existed (Tamaji, 2020). In general, Arabic language lessons at both madrasah and university levels are subjects that aim to develop oral and written communication skills to understand and build the ability to speak fluent Arabic, be able to express information, thoughts, feelings and develop religious, general and social knowledge and culture (Wahyudin & Thahir, 2022).

Learning Arabic is the most common way to introduce and convey information by teachers to students with the aim that students understand and master Arabic and can develop it (Mustamin & Zainal, 2023). In learning Arabic, there are four skills that students must have, including: listening skills (*maharah al-istima'*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*) and writing skills (*maharah al-Kitabah*) (Al-Ayubi et al., 2023). These four skills are closely related to each other.

Speaking skills (*maharah al-kalam*) are important skills and are part of what students learn. Speaking skills are the ability to express sounds, articulation, express ideas and opinions to the person you are talking to. In general, students are required to be able to communicate verbally well and naturally with the interlocutor on surrounding topics (Masitoh et al., 2023).

Based on initial observations made at SMAIT Al-Fityan School Gowa, one of the integrated Islamic schools in Gowa Regency, it also teaches Arabic language subjects, where students are also taught Arabic language lessons in general. By studying *maharah al-luhgoh* (language skills), but more nominally by studying *maharah al-kalam* and *al-qira'ah*. When observing the class, researchers discovered a phenomenon related to *maharah al-kalam*. There were obstacles experienced by students in learning during the evaluation carried out by the teacher, namely a number of students who still had difficulty in speaking, mispronounced Arabic letters, both vocabulary and sentences, thus making students less interested in communicating using Arabic. Regarding this phenomenon, this still requires handling and attention from Arabic teachers, strategies or methods that can increase *maharah al-kalam* in Arabic. This is a concern for researchers to explore what efforts or strategies are used by SMAIT Al-Fityan Arabic teachers to increase students' *maharah kalam*.

## Method

This research was conducted at SMAIT Al-Fityan School Gowa, one of the superior educational institutions, so researchers are interested in conducting research related to Arabic language learning. This type of research is descriptive qualitative, often also called naturalistic research because it involves exploration and understanding by a number of individuals or groups carried out in natural conditions (Sugiyono, 2013). It is descriptive in nature where researchers conduct research by observing what happens in the field,

with the aim of describing and explaining a phenomenon or object factually and precisely in depth. The subjects of this research were Arabic language teachers and class X students at SMAIT Al-Fityan School Gowa.

The data collection methods used were observation, structured interviews, and documentation. Observation is a research data collection technique by observing a phenomenon or behavior with the aim of exploring and obtaining answers from participants or research objects (Haryoko et al., 2020). Interviews contain in-depth conversations with the aim of obtaining information from sources in the form of subjective meaning. This research uses structured interviews where the researcher prepares several questions as a guide in interviewing sources. Data collection tools used in interviews were cellphone voice recordings, notebooks and other materials (Sugiyono, 2013). Documentation is evidence in the form of data, whether notes, documents, photos, video recordings or others with the aim of producing the desired information, facts and data (Haryoko et al., 2020).

## **Results and Discussion**

### **Teacher Strategies in Increasing the *Maharah al-Kalam***

A learning strategy is a series of activities containing the teaching and learning management process including the use of methods, utilization of resources and implementation by teachers and students to achieve educational goals. A teacher needs to master the strategies that have been prepared in learning, so that the learning process becomes more focused and can easily achieve learning goals.

During the teaching and learning process, there is a need for motivation to learn in students, because motivation is very necessary to encourage the desire to learn. Without motivation to learn in students, a student will not follow the learning process well. Motivation is one of the factors that influences the effectiveness of learning. Therefore, students will study seriously if they have high motivation (Rahman & Zainal, 2024).

Another strategy used by Arabic teachers is to fill their dialogue with basic expressions commonly used in everyday communication. In this dialogue method, the teacher provides learning material sourced from books provided by the school, which contains new *mufradat* in the form of using

sentence structures. The teacher provides *al-himar* material in writing both in printed books and on the blackboard. In learning *al-himar*, the teacher first reads the dialogue so that students know the reading. Then, the teacher asks students to pair up with their classmates to perform and demonstrate the dialogue in front of the class. Students are asked by the teacher to read, memorize and demonstrate dialogue by paying attention to expressions, body movements, facial expressions and intonation according to the text displayed.

In order to provide *mufradat* to students to practice Arabic speaking skills, of course the main thing that students must have is a treasure of *mufradat*. With the many *mufradats* that students know, it will be easier and more successful for them to learn Arabic. *Mufaradat* is a collection of words that can form a sentence so that it can be used in both oral and written interactions. This is what the Arabic language teacher at SMAIT Al-Fityan School Gowa has done. Teachers increase students' *maharah al-kalam* by giving *mufradat*, so that the *mufradat* treasury becomes larger. The aim is to make it easier for students to learn Arabic, especially in improving *maharah al-kalam*. Because, one of the functions of learning *mufradat* is being able to appreciate and apply *mufradat* in oral and written expressions.

The final step in implementing a learning strategy is evaluation. From the results of the interview, it can be seen that the teacher carried out a learning evaluation to determine the extent of students' understanding and mastery of the material being studied. There are different forms of teacher evaluation and assessment, including evaluation and assessment of questions, conversation practice, depositing *mufradat*, and student activity in the learning process.

### **Supporting and Inhibiting Factors in Increasing the *Maharah al-Kalam***

Supporting factors experienced by teachers and students are the availability of facilities and infrastructure as well as extracurricular activities. First, school facilities and infrastructure. The availability of facilities and infrastructure in schools can improve the quality of learning, achieve learning goals, and the learning process in the classroom will be truly effective. Second, extracurricular activities. Extracurricular activities are a place to develop students' talents and interests outside of class hours according to

their needs. One of the activities that can develop students' Arabic language is Kibar. Kibar is one of the extracurricular activities at SMAIT Al-Fityan which can help and develop students' interest in the field of Arabic.

Apart from supporting factors, there are several inhibiting factors in improving students' *maharah al-kalam*, namely a lack of basic understanding of Arabic and interest in applying Arabic on a daily basis. First, lack of basic command of Arabic. The lack of understanding that students know can affect the learning process, such as students lacking focus in learning, not being enthusiastic about learning and lacking language application. There are several basic things that students must have, namely a *mufradat* treasury. Therefore, there are several efforts made by Arabic teachers to overcome this, namely by attaching *mufradat* treasuries in every corner, both inside and outside the classroom. This really helps students to increase their understanding of the Arabic language. Second, less use of Arabic. Students' lack of interest in applying Arabic is caused by their low understanding of Arabic. Therefore, students feel unable to apply or practice speaking Arabic.

Of the several obstacles experienced by students, teachers try to provide solutions so that they can overcome these problems. For example, teachers attach vocabulary boards in every corner of the classroom and school as well as daily Arabic conversation boards to increase basic knowledge for SMAIT Al-Fityan School Gowa students. This shows that the teacher's task not only in the classroom, but outside the classroom also plays a role in increasing students' *maharah al-kalam*, such as inviting students to communicate in Arabic so that they feel comfortable and do not hesitate in communicating.

## Conclusion

The strategy that teachers use to improve students' *maharah al-kalam* is the use of the *al-hiwar* method, giving *mufradat*, *qira'ah* method, peer tutoring and evaluation. Supporting factors in increasing students' *maharah al-kalam* are the availability of infrastructure so that we can maximize the use of learning tools/media and extracurricular activities. Meanwhile, the inhibiting factors are students' low basic understanding of Arabic language lessons because some students have never studied Arabic and had little time studying at

school before as well as the lack of forms of application in the form of student practice in Arabic.

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