

Al-Khibrah Al-Mutsirah 's Strategy to Improve *Maharah al-Kalam*

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 <https://doi.org/10.58194/eloquence.v1i1.147>

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Article History	ABSTRACT
Received 06-03-2022 Accepted: 01-04-2022 Published: 30-04-2022	<p>Background: In the educational process, learning and teaching activities are the most basic activities. This means that whether or not the achievement of educational goals is successful depends on how the teaching and learning process is designed and carried out professionally. The process of learning Arabic requires an educator to use a variety of strategies.</p> <p>Purpose: The purpose of this study was to find out how to increase <i>Maharah al-Kalam</i> using the <i>Al-Khibrah Al-Mutsirah</i> strategy, and what obstacles and solutions exist in increasing <i>Maharah al-Kalam</i> in students.</p> <p>Method: The method used in this research is Classroom Action Research.</p> <p>Results and Discussion: The results of this study indicate that the <i>Al-Khibrah Al-Mutsirah</i> Strategy can increase the <i>Maharah al-Kalam</i> for Class X MA Aliyah Luqman Al-Hakim students. This is evidenced by the acquisition of the value of completeness in cycle 1 reaching 36%. Furthermore, in Cycle 2 it reaches 70% so the number of completeness reaches cycle 2 reaches 90%.</p> <p>Conclusions and Implications: The <i>Khibrah Mutsirah</i> strategy could improve students' <i>Maharah al-Kalam</i> abilities. This is based on the results of the Post-test in Cycle 2 that there is an increase in <i>Kalam</i> in Arabic. Where the number of students who have special value categories, namely 2 students (14.28 %) ranges in the value of 90-100, there are 9 students (64.28%) in the good grade category or ranges from 75-89 grades, and 3 students (21.42%) have sufficient category or range from 60-74. While students have low-value categories, and very low scores are no longer available (0%). The implications for Arabic language learning from the results of this study are the importance of selecting and implementing the appropriate learning strategies, especially in improving students' speaking skills, as well as the need for further studies to enrich the references in the field of Arabic language learning.</p>
Keywords:	<i>Al-Khibrah Al-Mutsirah ; Strategy; Speaking Skills;</i>
	ABSTRAK
	<p>Latar Belakang: Dalam proses pendidikan, kegiatan belajar dan mengajar adalah kegiatan yang paling dasar. Ini berarti bahwa apakah pencapaian tujuan pendidikan berhasil atau tidak tergantung pada bagaimana proses belajar-mengajar dirancang dan dilaksanakan secara profesional. Proses pembelajaran bahasa Arab membutuhkan pendidik untuk menggunakan berbagai strategi.</p> <p>Tujuan: Tujuan dari penelitian ini adalah untuk mengetahui bagaimana meningkatkan <i>Maharah al-Kalam</i> menggunakan strategi <i>Al-Khibrah Al-Mutsirah</i> , serta apa hambatan dan solusinya dalam meningkatkan <i>Maharah al-Kalam</i> pada siswa.</p> <p>Metode: Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas.</p>

Hasil dan Pembahasan: Hasil penelitian ini menunjukkan bahwa Strategi *Al-Khibrah Al-Mutsirah* dapat meningkatkan *Mabarab al-Kalam* bagi siswa Kelas X MA Aliyah Luqman Al-Hakim. Hal ini dibuktikan dengan perolehan nilai ketuntasan pada siklus 1 mencapai 36%. Selanjutnya, pada Siklus 2 mencapai 70% sehingga jumlah ketuntasan mencapai siklus 2 mencapai 90%.

Kesimpulan dan Implikasi: Strategi Khibrah Mutsirah dapat meningkatkan kemampuan *Mabarab al-Kalam* siswa. Hal ini berdasarkan hasil Tes Akhir pada Siklus 2 bahwa terjadi peningkatan dalam Kalam (berbicara) bahasa Arab. Di mana jumlah siswa yang memiliki kategori nilai khusus, yaitu 2 siswa (14,28%) berada pada rentang nilai 90-100, terdapat 9 siswa (64,28%) pada kategori nilai baik atau rentang 75-89 nilai, dan 3 siswa (21,42%) memiliki kategori cukup atau rentang 60-74 nilai. Sementara siswa yang memiliki kategori nilai rendah dan nilai sangat rendah sudah tidak ada lagi (0%). Implikasi dalam pembelajaran bahasa Arab dari hasil penelitian ini adalah pentingnya pemilihan dan penerapan strategi pembelajaran yang tepat, khususnya dalam meningkatkan keterampilan berbicara siswa, serta perlunya kajian lebih lanjut untuk memperkaya referensi dalam bidang pembelajaran bahasa Arab.

Kata Kunci

Strategi Komunikasi; Uang Kuliah Tunggal (UKT); Linguistik Sistemik Fungsional (LSF)



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INTRODUCTION

Arabic has been spoken by more than 200,000 mankind. It is officially spoken by approximately 20 countries. And since Arabic is the language of the holy book and the religious guidance of Muslims, it is of course the language of the greatest significance for the billions of muslims in the world, both Arab and non-Arab nationalities.[1]

The Arabic learning system is increasingly varied along with the development of human thinking. One of the ways that support the development of a person's language skills is to be influenced by their environment and the difficulties felt by students in learning a special language in developing speaking skills because there is no language environment that can be applied properly.[2]

Knowledge of the characteristics of the Arabic language is a demand that should be understood by Arabic teachers because understanding the discourse will make it easier for them to carry out learning activities.[3], [4] It should be further observed, however, that this characteristic of Arabic is not identical to its difficulty, for having an understanding of it at least it is revealed the advantages that exist in the body of the Arabic language, and it becomes an aspect of ease that is the way for those who learn it.

Arabic language learning in various madrasas both at the basic and secondary levels is prepared for the achievement of basic competencies.[5] which include four skills, namely listening skills (*istima'*), speaking skills (*kalam*), reading skills (*qira'ah*), and writing skills (*kitabab*).[6]

Of the four basic Competencies of Arabic that students must master, namely maharatul kalam, it is the most important skill to learn first from other skills.[7], [8], [9] However, in the process of learning about maharatul kalam, there are many problems in the classroom so that students do not master maharatul kalam (speaking skills) well. The problem that often arises is related to the way of delivery or the problem of learning strategies. The strategies used must be able to make students interested and happy in the learning process. This is the responsibility of an educator. Because masi is rarely implemented by some schools that teach Arabic by applying the right strategies. Some of the problems that result are that students do not like Arabic lessons because of monotonous learning, or students find it difficult to learn Arabic, especially speaking Arabic. *Mabarab al-Kalam* is the ability to express articulation sounds or words to express thoughts

in the form of ideas, opinions, desires, or feelings to the interlocutor. *Maharah al-Kalam Is the ability to compose good words and clearly have a big impact on human life.* Si l'on ne peut pas s'en prendre à l'environnement, il n'y a pas d'autre solution que de réduire les émissions de gaz à effet de serre. Si l'on ne considère pas que les pays arabes sont plus nombreux que les pays arabes, mais qu'ils sont plus arabes.[10]

In the educational process, learning and teaching activities are the most basic activities. This means that whether or not the achievement of educational goals is successful depends on how the teaching and learning process is designed and carried out professionally. The process of learning Arabic requires an educator to use a variety of strategies.

LITERATURE REVIEW

The *Al-Khibrah Al-Mutsirah* strategy is rooted in the Communicative Language Teaching (CLT) approach, which emphasizes the importance of real communication and interaction in the language learning process.[11], [12] The CLT approach emphasizes that language acquisition is not only acquired through memorization of grammar or vocabulary, but also through the use of language in meaningful situations. According to Richards and Rodgers, CLT encourages students to participate in activities that involve the use of language in real contexts, which is in line with the principle of *Al-Khibrah Al-Mutsirah*.

Al-Khibrah Al-Mutsirah describes several key components that are key to the success of this strategy:

1. Contextualized Learning: Learning scenarios are designed to match real-life situations that students are likely to experience, thus increasing the relevance and effectiveness of learning.[13], [14]
2. Active Participation: Students are encouraged to engage in various interactive activities such as role-playing, group discussions, and simulations, which spur them to use Arabic actively.[15]
3. Experiential Learning: This strategy emphasizes learning through hands-on experience, where students learn to speak in an environment that mimics real-world interactions.[16]
4. Feedback and Reflection: The learning process is complemented by continuous feedback from peers and teachers, as well as self-reflection that helps students identify strengths and areas for improvement.[17], [18]

These components are designed to create a dynamic and engaging learning environment, which motivates students to improve their speaking skills.

METHOD

This research is a Class Action Research (PTK).[19], [20] According to Burns, action research is the application of various facts found to solve problems in social situations to improve the quality of actions carried out by involving the collaboration and cooperation of researchers and practitioners. Classroom Action Research is a research activity carried out in the classroom.[21], [22] This research was conducted according to class action research steps starting from the planning, implementation, observation, and reflection stages which aimed to overcome problems in learning practice in the classroom. Research steps are sought to improve *Maharah al-Kalam* Learners through the *khibrat mutsirah strategy*. [23]

This research is an action study that focuses on efforts to change the current real conditions towards the expected conditions. This research relates to the use of the *Al-Khibrah Al-Mutsirah* strategy to improve the *Maharatul Kalam* of learners. This research is carried out collaboratively, meaning that in this research the researcher together with collaborators determines the problem, planning, acting, observing, and reflecting. In this study, the research steps to be

implemented refer to the Kemmis and McTaggart models. Each cycle/phasing of actions includes planning, action, observation, and reflection which can be described as follows.[24]

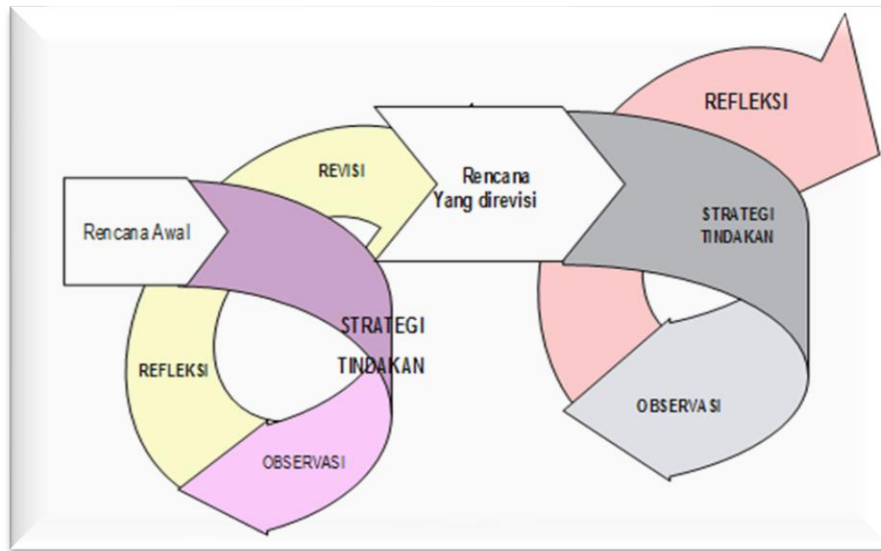


Figure 1: Kemmis & McTaggart Cycle Model

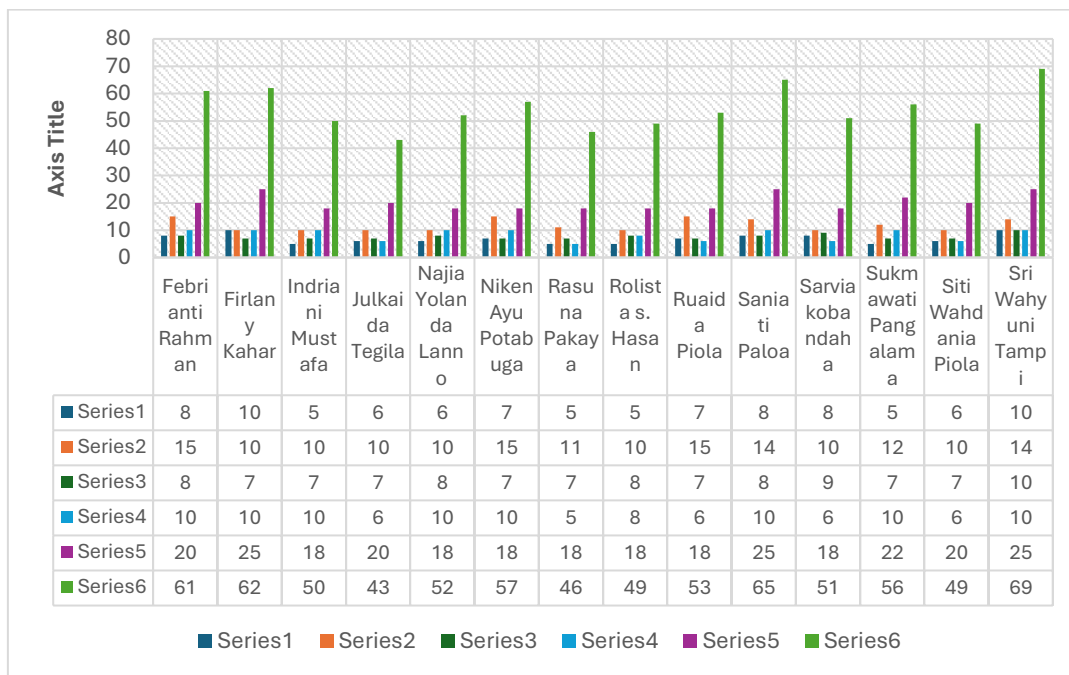
This research was carried out at the Madrasah Aliyah Lukman Al-Hakim, Gorontalo Regency, which is one of the high schools located in the city of Gorontalo under the auspices of the Ministry of Religion. Researchers chose Madrasah Aliyah because the students in the Madrasah Aliyah Lukman Al-Hakim school in Gorontalo Regency learn *maharatul kalam* very minimal and are a difficult subject, so the Arabic scores of students in the school are low.

RESULT AND DISCUSSION

1. Pre Test

Before conducting class action research, the researcher makes preparations in accordance with the plan prepared, namely asking permission from the principal and seeking approval from the teacher of the Arabic subject of Madrasah Aliyah Luqman Al-Hakim, at this stage preparing the research instruments that will be used in the initial observation or pre-test until the test post. After being prepared, the author then gives a pre-test to students. This pre-test was carried out in February in the third week of 2017 in accordance with the applicable Arabic class hours. This research was carried out on 14 students of class XI madrasah Aliyah Luqman Al-Hakim, consisting of 14 daughters. In accordance with the title of the researcher on the application of *Al-Khibrah Al-Mutsirah*'s strategy to improve maharatul kalam the form of the test is to speak using Arabic. The pre-test results can be seen in the following table:

Table I . Value Generation Results in Pre Test



Description

1. Fluency
2. fluency in speaking
3. Courage to Speak
4. Conformity with the theme and title being discussed.
5. The correctness of the language structure in terms of *nahwu* and *sharaf*.

Based on the results of the analysis in the first test or pre-test, information was obtained that in general, the ability of students in improving maharatul kalam is very low, even though no one has completed 0%. More details can be seen in the following table:

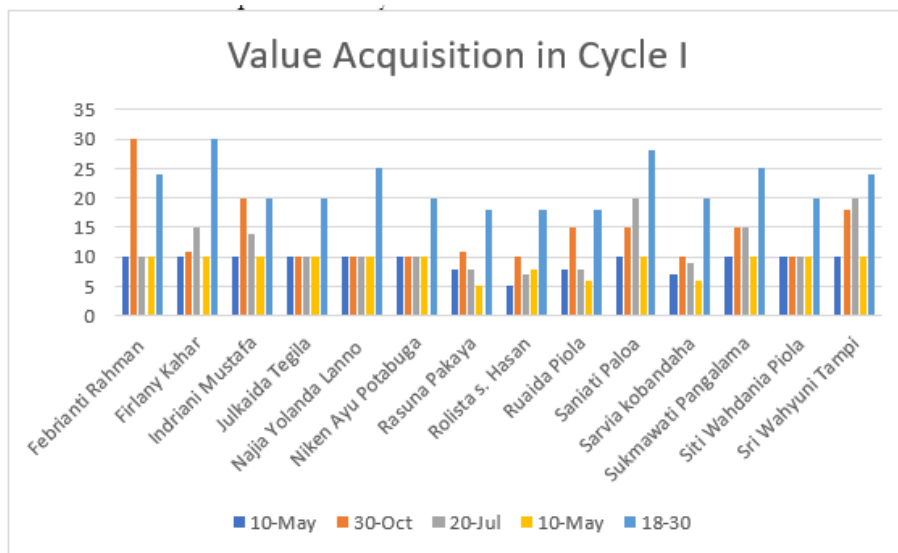
Table 2. Results of Pre-Test Analysis Information on Increasing *Maharatul Kalam*

No	Range Score	Category Evaluation	Amount Learners	Percentage (%)	Information
1	90-100	Very good	-		
2	75-89	good	-		
3	60-74	Enough	4	28,60%	Not Complete
4	40-59	Low	10	71,42%	Not Complete
5	0-39	Very low			
Amount			14 students	100%	
% Student completion			14 students	100%	Not Complete
			0 students	0%	

Cycle 1

In the first cycle of action, the researcher taught for 2 meetings by applying the *Al-Khibrah Al-Mutsirah* strategy in increasing maharatul kalam, the activities carried out for 2 meetings were found in the lesson plans (RPP attached). To facilitate the observation of the process of implementing the action, the researcher was assisted by an Arabic educator who acted as an observer.

Table 3. Results of Value Acquisition in Cycle I



From the acquisition of values contained in table 10, the results of the analysis can be seen in the following table.

Table 4. Action Results Post Test Cycle I

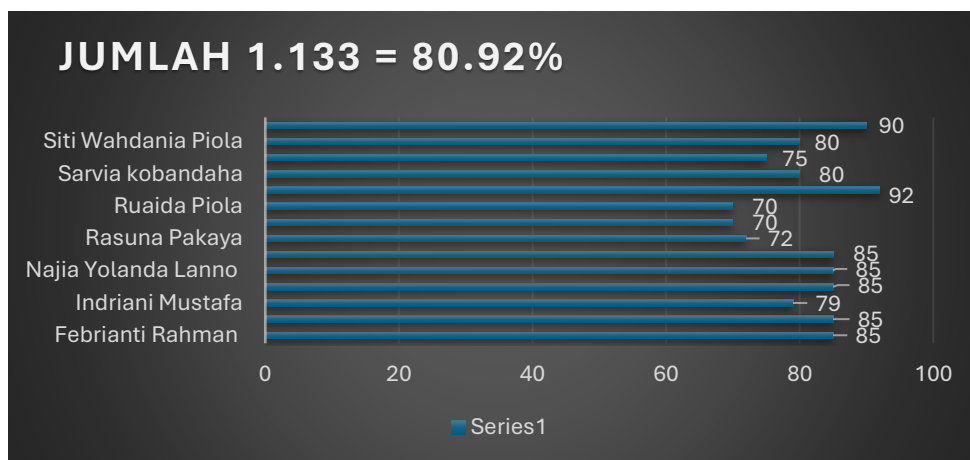
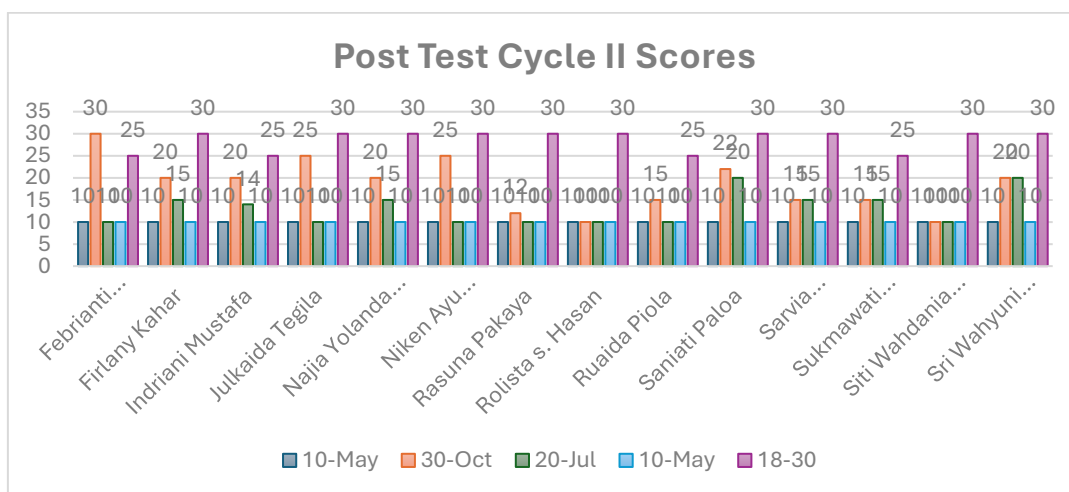
No	Range Score	Category Evaluation	Amount Learners	Percentage (%)	Information
1	90-100	Very good	-		
2	75-89	good	4	28.57%	Complete
3	60-74	Enough	6	42.85%	Not Complete

4	40-59	Low	4	28.57%	Not Complete
5	0-39	Very low	-		
Amount			14 students	100%	
% Completeness of students			10 students	71%	Not Complete
			4 students	28%	Complete

Based on table IX above, shows that the increase in the kalam of class XI students has not increased. Where the number of students who have a good score category of 4 students (28.57%) ranges from grades 75-89, 6 students (42.85%) who are in the category of sufficient grades or range from grades 60-74, 4 students (28.57%). Which is categorized as low values or ranging from 40-59. Siklus 2

In the implementation of actions in cycle II, the researcher rearranges the design of actions to be implemented, namely: rearranging the learning steps contained in the learning implementation plan (RPP), preparing the observation sheet, preparing the facilities with the material to be used in learning, and the actions compiled in cycle II refer to the improvements to the problems contained in the reflection.

Table 5. Results of Post Test Cycle II Scores



An analysis of the values obtained by class XI learners in cycle II actions can be seen in the following table:

Table 6. Results of The Action Analysis of Cycle II Test Post

No	Range Score	Category Evaluation	Amount Learners	Percentage (%)	Information
1	90-100	Very good	2	14.28%	Complete
2	75-89	good	9	64.28%	Not Complete
3	60-74	Enough	3	21.42%	Not Complete
4	40-59	Low	-	0%	
5	0-39	Very low	-	0%	
Amount			14 students	100%	
% Completeness of students			11 students	78.57%	Complete
			3 students	21.42%	Not Complete

Based on table XIII above, shows that in increasing kalam in Arabic, students have reached 78%. Where the number of students who have a special value category, namely 2 students (14.28%) ranging from grades 90-100, there are 9 students (64.28%) whose grade category is good or ranges from grades 75-89, and 3 students (21.42%) have sufficient categories or range from 60-74. Meanwhile, students have low score categories and very low scores that no longer exist (0%).

DISCUSSION

A. The Nature of *Maharatul Kalam*

1. Definition of *Kalam*

Speaking (*kalam*) etymologically are words, conversations, and talks.[25], [26] Meanwhile, according to Arabic grammarians, *kalam* is a structured pronunciation that provides benefits and is carried out intentionally. In other words, the word is meant to give a complete understanding. The understanding of speaking *kalam* from a terminological perspective is to pronounce Arabic sounds correctly and accurately, and the sounds come out of the *makhraj al-letter* which has become the consensus of linguists. In this context, it can be observed that the notion of speaking *kalam* here does not just come out without any particular trend, but a speaker is able to provide an understanding of the interlocutor when there is interaction (communication) so that it is easy to understand and understand perfectly.

Talking is a free dialogue that takes place spontaneously between certain parties on certain topics. Proficiency in speaking is one type of language ability to be achieved in modern language teaching, including Arabic. Speaking is the main means to foster mutual understanding, and reciprocal communication by using language as a medium.[27]

2. The Purpose of *Maharatul Kalam*

In general, speaking skills aim to make students able to communicate verbally properly and naturally. Furthermore, according to Abu Bakr, in his book *Ulin Nuha* the objectives of speaking skills are as follows:

- Familiarize students to speak the fluent language.
- Familiarize students to compose sentences that arise from their hearts and feelings with correct and clear sentences.
- Familiarize students to choose words and sentences, then arrange them in beautiful language, and pay attention to the use of words in their place.

Speaking is an oral communication movement that can benefit the interlocutor, listeners, or the wider community, and is also beneficial for the speaker himself. The purpose of people doing speaking activities is to (1) manifest themselves personally, and (2) personal social adjustment.[28]

The strategies that can be used in learning *Maharab al-Kalam* (speaking skills) are as follows: *khibrat mutsirah*, *ta'bir al-ara' al-raisiyah*, *tamsiliyyah*, *ta'bir mushanwar*, *ya'ab daur al-mudarris*, and *judal fa'aal*. [29]

3. Maharatul Kalam technique

This technique of learning speaking skills can be done through several exercises (practices) from what is passively heard in listening exercises.[30] One of the most suitable approaches to learning *kalam* for beginners is "*sam'iyah syafawiyah* and a communicative approach". That is, since the first trip, educators must motivate students to master the subject matter orally. So do not move to study the second lesson, before the first subject matter is mastered orally.

B. Al-Khibrah Al-Mutsirah Strategy

1. Understanding Al-Khibrah Al-Mutsirah Strategy

In the context of teaching, the strategy is intended as a teacher's effort in creating an environmental system that allows the teaching process to occur so that the learning objectives that have been formulated can be achieved and are effective.

According to Nana Sudjana in the book teaching and learning strategies and micro-teaching, that teaching strategy is the teacher's action in implementing the lesson plan by using several teaching variables such as objectives, materials, methods, tools, and evaluations to influence students to achieve the goals that have been set.

Word *خبرة* is the masdar of fi'il/verb *خَبَّرَ، يَخْبُرُ، خَبْرٌ، خَيْرٌ أَوْ خَيْرَةٌ*.

Example:

من أين خبرت هذا الأمر

"How did you know about this?"

While the word *خبرة* can be interpreted as an experimental sentence or experience.

According to Bambang Trim in his book entitled I dream of writing a book, *Al-Khibrat Al-Mutsirah*/experience is something that has been experienced personally, both good and bad. This strategy is used to motivate students to be able to express their experiences related to the text being taught. In addition, it also invites the involvement of students in seeing their experiences from the beginning of the lecture.

The steps of the *Khibrah Mutsirah* strategy are as follows.

- The teacher conveys the topics to be studied, for example:

هَلْ قَضَيْتَ إِجَازَةً سَعِيدَةً؟

- Students are asked questions, for example:

كَيْفَ قَضَيْتَ إِجْرَةَ أَجْرِ السَّنَةِ؟

They were given the opportunity to remember the experiences they had during the year-end holidays. Then, they were asked to convey it in the form of a story or dialogue in pairs. The teacher conveys the text with the title and connects the experiences of students with the text to be taught.

CONCLUSION AND IMPLICATIONS

The results showed that the *Khibrah Mutsirah* strategy could improve students' *Mabarab al-Kalam* abilities. This is based on the results of the Post-test in Cycle 2 that there is an increase in *Kalam* in Arabic. Where the number of students who have special value categories, namely 2 students (14.28 %) ranges in the value of 90-100, there are 9 students (64.28%) in the good grade category or ranges from 75-89 grades, and 3 students (21.42%) have sufficient category or range from 60-74. While students have low-value categories, and very low scores are no longer available (0%). Because this research is still a trial, it is necessary to conduct a more in-depth study by other researchers so that more information about the advantages can be found. advantages of using this learning strategy. The implications for Arabic language learning from the results of this study are the importance of selecting and implementing the appropriate learning strategies, especially in improving students' speaking skills, as well as the need for further studies to enrich the references in the field of Arabic language learning.

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